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A MULTIMEDIA APPROACH TO COMMUNICATING OCCUPATIONAL INFORMATION TO NONCOLLEGE YOUTH. INTERIM TECHNICAL REPORT.

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THIS PROJECT'S PRIMARY CONCERN HAS BEEN THE DESIGN OF NEW TYPES OF GUIDANCE MATERIALS AND NEW INSTRUCTIONAL APPROACHES CENTERING UPON EDUCATIONAL-VOCATIONAL ASPIRATIONS OF STUDENTS, PARTICULARLY THE NONCOLLEGE BOUND AND CULTURALLY DISADVANTAGED. IN THE EARLY STAGES, A BEHAVIORAL MODEL ON WHICH TO BASE THE DESIGN OF AN INSTRUCTIONAL SYSTEM FOR GUIDANCE WAS DEVELOPED. THIS CONCEPTUAL MODEL INCLUDES THREE COMPONENTS THAT ARE INTERRELATED AND HIGHLY DEPENDENT UPON ONE ANOTHER--(1) AN INFORMATION COMPONENT, (2) A BEHAVIORAL COMPONENT, AND (3) A MEDIA COMPONENT. AS AN ILLUSTRATION OF THE KIND OF GUIDANCE CURRICULUM UNITS CONSIDERED APPROPRIATE AND FEASIBLE FOR NONCOLLEGE AND DISADVANTAGED YOUTH, THE COMMUNICATION IN GUIDANCE PROJECT DESIGNED AND PRODUCED SAMPLE FILM MODULES AND SLIDE TAPES FOR GRADES 8-12. THESE AUDIOVISUAL MATERIALS ARE STILL IN AN EXPERIMENTAL DRAFT FORM. ANCILLARY MATERIALS INCLUDING MANUALS, CRITERION MEASURES, AND STUDENT RESPONSE MATERIALS ARE CURRENTLY IN THE PLANNING STAGE. AS A LEARNING TECHNIQUE, THE MATERIALS AND PROCEDURES DEVELOPED WOULD BE INCORPORATED INTO A PROTOTYPE INSTRUCTIONAL SYSTEM FOR USE IN THE SCHOOLS. THE RESULTS EFFECTED BY THE RESEARCH EFFORTS REFLECT AN EMERGING BREAKTHROUGH IN THE DEVELOPMENT OF COMMUNICATION-LEARNING TECHNIQUES--TECHNIQUES THAT CAN BE IMPLEMENTED IN THE SCHOOL CURRICULUM AND APPLIED FOR THE PURPOSE OF MOTIVATING AND GUIDING VOCATIONAL BEHAVIOR OF YOUTH. (AUTHOR)

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A MULTIMEDIA APPROACH TO COMMUNICATING OCCUPATIONAL INFORMATION TO NONCOLLEGE YOUTH

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The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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HEALTH, EDUCATION, AND WELFARE

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Bureau of Research

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FOREWORD

This monograph is the product of two years of research and data analysis conducted by the Communication In Guidance Project which was made possible by a grant from the U. S. Office of Education. Although it represents the Interim Technical Report of OE Contract No. 6-85-052, it is viewed as the first of a series of monographs on the problem of designing a curricular approach to guidance including the development and introduction of suitable guidance materials. Several theories underlie the design of such an approach. Formulation of the Project's planned instructional system for guidance is based on new concepts of complex forms of learning requiring simpler forms of behavior as prerequisites.* Inherent in the system's development is the principle of a hierarchy of learning, leading from the rudimentary behavior of "experiencing" to the more complex behavior of rational "planning." While career development models must also be recognized in the total schema, they are operational only in terms of their applicability to learning theory.

Like all such undertakings, this report represents the joint efforts of many individuals who have aided the Project's growth and development in numerous ways. Without the initial encouragement and support of Dr. Raymond Hummel, University of Pittsburgh, this Project may not have been undertaken. We wish to especially acknowledge the advice and counsel of a National Consultant Group that met periodically to review the progress of the Project and consider its future direction, and whose wisdom and encouragement contributed significantly to the Project's success. Members of this group who gave considerable time, energy, and thought to the Project are: Dr. Henry Borow, University of Minnesota; Mr. Ralph Boynton, Bank of America; Mr. Theodore Conant, WGBH Television, Harvard University; Dr. Maurice Donohue, Work Training Opportunity Center; Dr. Kenneth Hoyt, University of Iowa; Dr. Martin Katz, Educational Testing Service; Dr. Louis Kishkunas, Pittsburgh Public Schools; Dr. Milton Levine, Educational-Vocational Consultant; Dr. Edward Roeber, Indiana State University; and Dr. Carl Wedekind, University of the State of New York.

The environment provided by the University of Pittsburgh has been another positive factor in the Project's success. Particularly responsible are Dr. Harold Lancour, Dean, Graduate School of Library and Information Sciences, and Dr. C. Walter Stone, Director of University Libraries and the Center for Library and Educational Media Studies under whose auspices the Project is managed.

It is with sincere appreciation that we acknowledge the cooperation of the school administrators, teachers, counselors, and students who participated in the research activities. Without their help, the data discussed on the following pages would not have been available.

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*See Robert M. Gagné, The Conditions of Learning (New York: Holt, Rinehart and Winston, Inc., 1965).

Our thanks is extended to the American Institutes of Research, responsible for assistance in designing and organizing the Occupational Information Survey and conducting the first follow-up interview--techniques used in gathering the data. We are especially indebted to Dr. David Klaus and Dr. Gerald Kress of this organization. Dr. Kress was responsible for the personal interview resumes found in Appendix D.

A number of other individuals merit the recognition of the Project. Credit is due Dr. Robert Rosenthal, Pathways Project, and Richard Lee, WGBH Television, Harvard, for establishing and maintaining an excellent three-way working relationship with the Project. They willingly gave their time and effort to working with Project staff who profited from the joint meetings and discussions.

Dr. Mathias von Brauchitsch, Executive Producer of Metropolitan Pittsburgh Educational Television (WQED), was instrumental in producing the audiovisual materials used by the Project. Rift Fournier, Fournier-Pytka/Productions, also aided in the production of the film modules.

To a considerable extent, whatever has been accomplished during the past two years has been due largely to the Project's competent full and part-time staff including: Maryann Bishop, Regis Bobonis, Ford Burkhart, Carol Chambers, Alan Fingeret, Helen Fingold, Raymond Hartjen, Betty Jacobson, Ann Mast, Dean Shrock, John South, and James Tobin. In addition, many undergraduate and graduate students, as well as specialized personnel hired to carry out specific job tasks, should be credited with serving the Project. Elaine Roehling ably and efficiently organized and prepared all the statistical data for this report. In so doing, Mrs. Roehling utilized the services of the Computation and Data Processing Center at the University of Pittsburgh.

The invaluable help of Marcia G. Arnold, who assisted in the preparation of this report and who was responsible for reading and editing this manuscript, is gratefully acknowledged. Her interest and skill contributed significantly to the finished product. Finally, the proficiency with which Madeline Spinello and Monica Crnkovic executed their secretarial duties is sincerely appreciated. Special thanks is extended to them for their patience in the typing of the manuscript.

As with most reports of a statistical nature, the figures are numerous and often tedious to read. Much of the data given may be repetitive due to the type of information reported. We have tried, however, to eliminate as many unnecessary figures as possible and to present only that material which is particularly significant in terms of the Project's goals and objectives.

Ann M. Martin
Project Director

SUMMARY

The Project, A Multimedia Approach to Communicating Occupational Information to Noncollege Youth, grew out of a three-day conference sponsored by the U.S. Office of Education in March, 1966 and was instituted primarily to develop new materials and methods for the guidance of noncollege and disadvantaged youth while they are still attending school.

The central purpose of the Project's research efforts is its concentration on: (1) the placing of career development of noncollege bound in a learning theory framework; (2) how to communicate with and motivate the noncollege bound; and (3) the development of materials and techniques designed to provide the kind of stimulus that will permit an increase in the motivational levels of students and create conditions for the learning of those behaviors important to career-planning and choice.

In its early stages, the Project's staff reviewed the state of the art in communicating occupational information to noncollege bound youth. It was found that students in present vocational guidance programs are exposed mainly to "career days," occupational brochures, and traditional job descriptions. Occupational information, as it is usually presented, has been primarily limited to the printed page with the occasional use of films or film strips. Guidance materials in existence today lack sensitivity to the problems of noncollege youth, and, generally, have been developed as an aid to the guidance counselor or teacher rather than oriented toward the individual student. Rarely has guidance considered the design of occupational information as part of a total instructional system concerned with the developmental aspects of career guidance objectives.

In brief, it was found that little attention has been directed toward new types of guidance materials and new instructional approaches centering upon the educational-vocational aspirations of students, particularly the noncollege bound and the culturally disadvantaged, although the need to provide such guidance materials and learning experiences appears urgent.

The Project engaged in a number of research activities to learn more about the attitudes, values, and vocational awareness of the student groups important to the Project's concern and to discover better and more effective ways of communicating with these groups. These activities included a survey of 8th and 12th grade students in Pittsburgh metropolitan schools in varying community settings and follow-up interviews with the students originally surveyed. The results of these activities support the initial hypothesis that consistent and significant differences in behaviors that may condition potential success and failure in coping with the demands of today's school and work environment are a function of the students'

educational plans and his community setting. Research findings further indicate that noncollege subpopulations can be described in terms of the following behavioral elements:

(1) Twelfth grade students differ in the extent to which they believe in their own effectiveness and control over their own environment.

(2) Twelfth grade students differ in their awareness of the kinds of jobs that are accessible to them, their concept of careers and career pathways, and their belief that the vocational knowledge they have acquired is indeed applicable to them.

(3) Twelfth grade students differ in their reasons and motives for choosing a job and in how they resolve the decision process that comes about when they are actually offered a job.

(4) Twelfth grade students differ in the values they ascribe to work and in the type of job incentives that influence their job satisfaction.

(5) Twelfth grade students also differ in the value they ascribe to education and the extent to which they are satisfied with what they did in school.

In the early stages, a behavioral model on which to base guidance materials was developed by the Project. This model includes three components that are to be considered in conjunction with one another and are dependent upon one another: (1) an informational component, (2) a behavioral component, and (3) a media component. These components allow a broad base for determining what career information is to be communicated and how it is to be communicated for a given guidance objective. In addition, the model provides the theoretical communication-learning considerations for the testing of hypotheses on which the guidance media are structured.

The information component recognizes that the student must be knowledgeable about himself, the role of education and training, and the real world of work. The behavioral component indicates that the learning sequences of the information should be structured to assist the individual student in planning and making decisions for his future. The multimedia component of the model is predicated on the assumption that media must be designed on the basis of the type of informational inputs that must be communicated in connection with the type of learning to be acquired as specified by the other two components. Further, it was hypothesized that audiovisual presentations can serve as stimulus material to bring about a greater degree of awareness on the part of the student; that as a technique for increasing the awareness of self, education, or work, the audiovisual stimulus, reinforced by group discussion, could well accomplish for a group what otherwise may take hours of individual guidance.

In developing the multimedia approach to communicating these three components, and as an illustration of the kind of guidance curriculum considered appropriate and feasible for noncollege and disadvantaged youth, the Communication In Guidance Project designed and produced sample film modules and slide tapes for grades 8-12. These audiovisual materials are still in an experimental draft form. Ancillary materials including manuals, criterion measures, and student response materials are in the planning stage and will be prepared by the Project. As a learning technique, the materials and procedures developed would be incorporated into a prototype instructional system for use in the schools. School administrators, teachers, guidance counselors, and appropriate subject matter specialists would participate in the development of this package and its subsequent experimental tryout.

Although no one theoretical orientation regarding guidance and its practice pervades the work of the Communication In Guidance Project, the Project's approach suggests that an increased emphasis should be placed on the need to train students to be better learners and to concentrate on developing learning techniques. It is the recommendation of the Project that this increased effort involve both teachers and guidance counselors in helping students learn how to make better educational and vocational decisions.

The significance of the Project's developmental work on a new kind of guidance curriculum takes on specific importance for the problem of shaping the career aspirations of ghetto and slum area youth. These are the youngsters who have not been reached by traditional methods of guidance and counseling and to whom the concept of decision-making is foreign.

The results effected by the efforts of the Project reflect an emerging breakthrough in the development of communication techniques that can be implemented in the school curriculum and applied for the purpose of motivating and guiding vocational behavior of youth.

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I. RATIONALE FOR A MULTIMEDIA APPROACH

A review of occupational information being disseminated indicates that guidance brochures and films often have little relevance to the educational or vocational choice perspectives of noncollege youth. Little attention has been focused on the various ways in which occupational information should be communicated and the education-learning aspect of career development has scarcely been explored. Guidance materials, in general, have not been sensitive to the vocational problems of the noncollege bound or for special subpopulations such as the potential dropout or the female. In addition, these materials are usually constructed as an aid to the counselor and/or teacher rather than the student. Thus, the question of how to develop new types of much needed career information for noncollege youth and how to integrate this information into the school curriculum requires careful consideration and thorough investigation.

In its early stages, the Communication In Guidance (CIG) Project reviewed the state of the art of communicating occupational information to noncollege youth at a conference held at the University of Pittsburgh in March, 1966.[1] As a result of the conference, it became patently clear that how to communicate occupational information is as little understood as what to communicate. However, the casting off of assumptions as to what kinds of occupational information are appropriate for career development, what media may best be utilized, and how career information should be integrated into the curriculum is long overdue.

In view of the above, the major focus of the CIG Project is directed toward the investigation of the problem: how can occupational information be organized as part of the formal curriculum and communicated to secondary school students (especially those who may not go on to college) to effectively increase their career planning skills? The importance of this question to the students, to the parents, to the schools, and to the nation is obvious since one of the major reasons for a youth's failure to cope with the adult environment is his inability to get and keep a job or derive satisfaction from his work.

The specific objective of the Project is research into the development of experimental guidance media and methodology for their use in the vocational guidance of noncollege youth as part of the formal educational process. The media and methods developed will provide the basic informational materials as well as research tools needed in the investigation of the communication-guidance-learning process and its impact on vocational behavior.

[1] See Appendix A for "Research Issues" of the Conference. The complete text on the "Proceedings" of the conference was submitted to the Office of Education.

The approach followed by the CIG Project is based on experimental and demonstration type methodology. The research efforts of the Project are intended to identify, and, to the extent feasible, isolate many of the practical and theoretical issues related to communication-guidance-learning of noncollege bound youth while they are still attending school. The development efforts are intended to test media techniques designed to affect the learning process in a variety of guidance situations and with individuals of different sociological and psychological makeup.

Of primary concern to the Project is the question of how to bring about developmental changes in the affective and cognitive behaviors of students directly related to their career-planning and vocational choice. An understanding of the conditions for behavioral change of this order are considered vital to increasing the skills of educational-planning and career-planning of noncollege youth.

II. A BEHAVIORAL MODEL FOR THE DEVELOPMENT OF MEDIA

As an initial step, the Project developed a conceptual model on which the design of new types of career information for vocational guidance and choice could be based. The major purposes of this model, as it was first developed and then further defined, are to identify the behavioral elements of career information and to specify their sequence, hence to provide a logical learning structure for guidance media.

This model includes three components which are to be considered in conjunction with one another and are dependent upon one another: (1) an informational component, (2) a behavioral component, and (3) a media component. These components allow a broad base for determining what career information is to be communicated and how it is to be communicated for a given objective. In addition, the model provides the theoretical communication-learning considerations for the testing of hypotheses on which the guidance media are structured.

A description of an early formulation of the model has been made available to a number of researchers in related areas and was formally presented to participants at the American Psychological Association meeting held in New York in September, 1966.[2] In brief, the early model described the basic informational components to be presented--_self_, _education_, and _work_. Further, it introduced the concept of levels of career information to be considered--_generic_, _specific_, and _interrelated_, and outlined the basic behavioral components of affective and cognitive behaviors that enter into the skills of application to be acquired. The discussion stressed the importance of describing job tasks, educational tasks, and individual differences in similar behavioral terms in order to establish a communication link among these variables for the learner.

To clarify the basic components of the earlier model, a more detailed description is given below (see Fig. 1).

Generic Level

Self, at the generic level, encompasses the wide range of individual differences to be found among human beings in terms of the pattern of activities in which they engage. Education, at the generic level, refers to the variety, complexity, and range of educational activities available through the curriculum. Work, at the generic level, refers to the scope and range of activities required by available jobs. The goal at this level is to communicate to the learner an awareness of the variety of activities that currently exists and to

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[2] This paper is available upon request from the Project Office. (Mimeographed.)

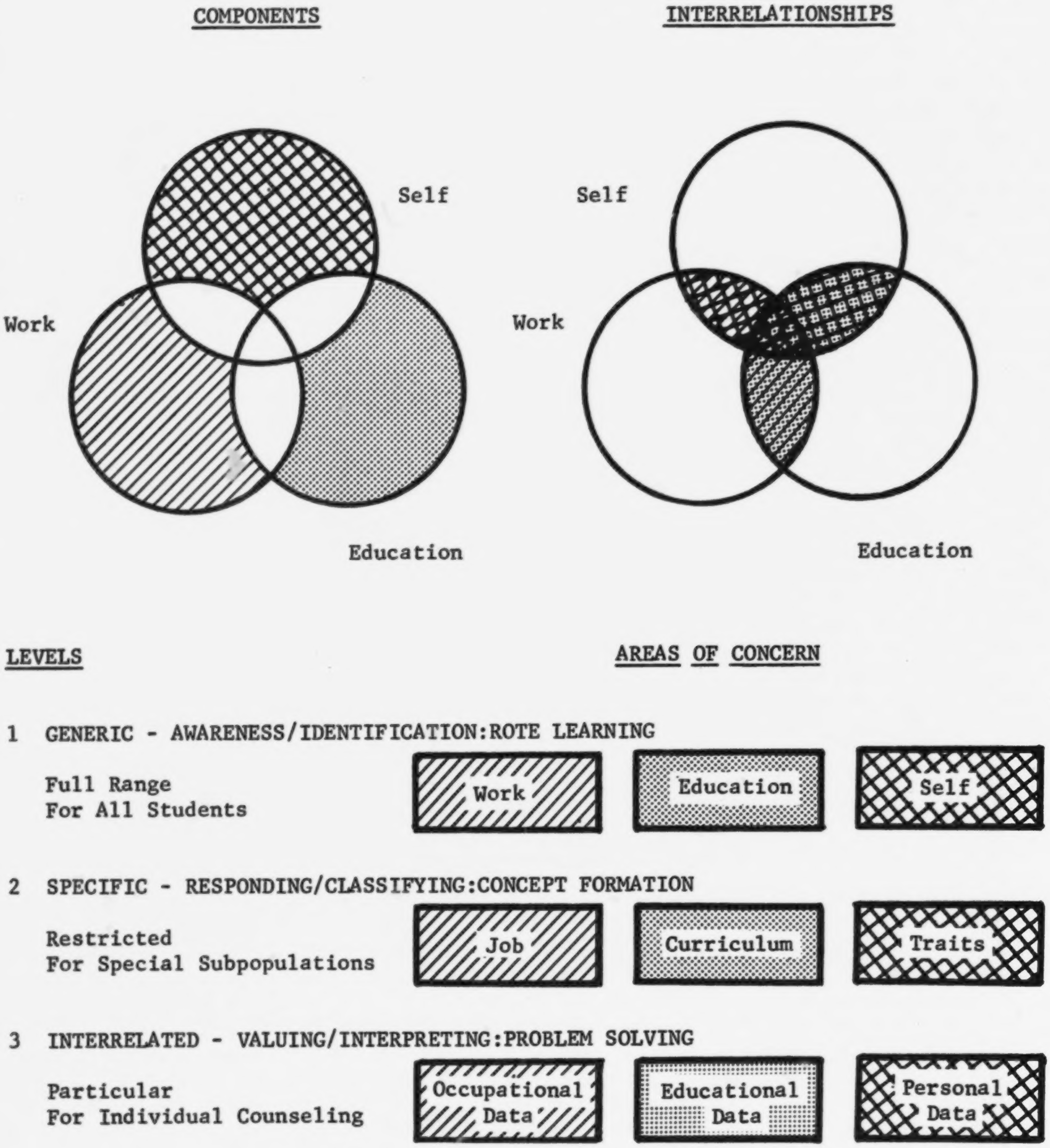
COMPONENTS
INTERRELATIONSHIPS
Self
Work
Education
Self
Work
Education
LEVELS
AREAS OF CONCERN
1 GENERIC - AWARENESS/IDENTIFICATION:ROTE LEARNING
Full Range
For All Students
Work
Education
Self
2 SPECIFIC - RESPONDING/CLASSIFYING:CONCEPT FORMATION
Restricted
For Special Subpopulations
Job
Curriculum
Traits
3 INTERRELATED - VALUING/INTERPRETING:PROBLEM SOLVING
Particular
For Individual Counseling
Occupational Data
Educational Data
Personal Data

Fig. 1. A model for the design of career development information.

provide the learner with a method for exploring these domains of activity in relation to his own patterns of action.

Specific Level

Self, at the specific level, categorizes individuals in terms of their personal, psychosocial, and educational differences. Education, at this level, denotes characteristics of educational institutions and the range of vocational capabilities and skills to be established through specific curricula. Work, at this level, refers to the characteristics of the job-worker situation and the performance characteristics of a given (specific) job. The goal at this level is to have the three components of self, education, and work take on more specific and individual meaning for the learner and to provide him with a method for relating the appropriateness and feasibility of personal and social characteristics, education, and training to vocational intentions.

Interrelated Level

This level deals with the learner's ability to apply his knowledge of job data, his education and training experiences, and his awareness of his patterns of behavior as they would interact in a particular environment. The goal at this level is to insure that the complex interrelationship of specific factors including personal, social, economic, and educational provide the basis on which the learner's decision can be made.

Since this earlier presentation, the rationale underlying the Project's objectives has been made more definitive and the behavioral and media components of the conceptual model for the design of new types of career information have been stated in more concise terms. The prime factors of self, education, and work still serve as the basic dimensions of the information input component.

The basic dimensions of the behavioral component can be viewed from two general domains, the cognitive and the affective (see Fig. 2). The cognitive domain includes a general multiplicity of types of learning such as: (a) verbal chaining, (b) concept formation, (c) problem solving, etc.[3] In the affective domain are such types of learning as: (a) awareness, (b) satisfaction, (c) valuing, etc.[4] The interrelations among the many behavioral outcomes form a complex hierarchy leading to decision-making.

[3] Experimental evidence for eight basic types of learning has been provided recently by Robert M. Gagné in The Conditions of Learning (New York: Holt, Rinehart and Winston, Inc., 1965).

[4] No systematic summary of the experimental evidence for types of affective behaviors is available. D. Krathwohl, B. Bloom, and B. Masia provide some clarity to affective domain terminology in their recent handbook, Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964).

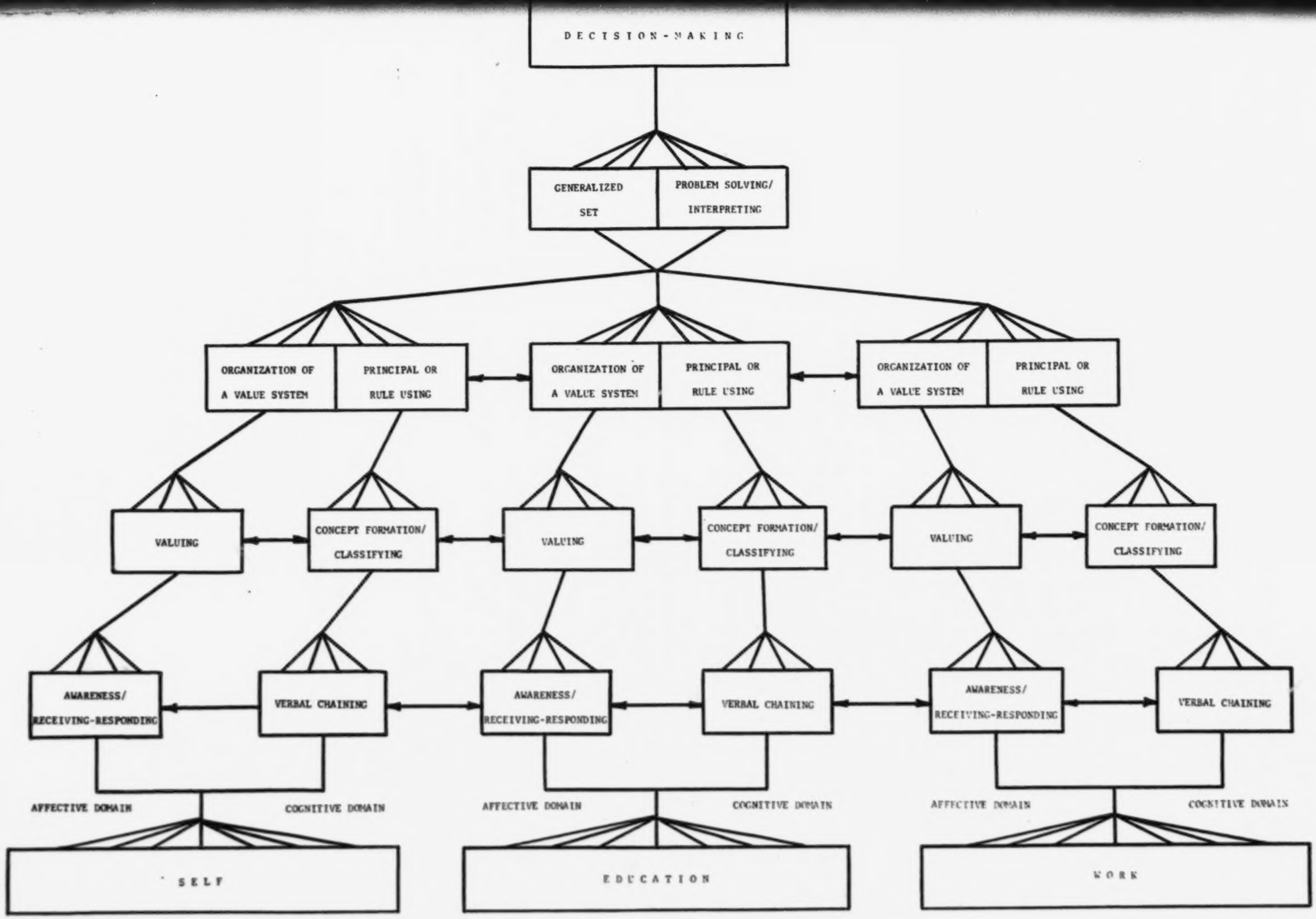
DECISION-MAKING
GENERALIZED SET
PROBLEM SOLVING/ INTERPRETING
ORGANIZATION OF A VALUE SYSTEM
PRINCIPAL OR RULE USING
ORGANIZATION OF A VALUE SYSTEM
PRINCIPAL OR RULE USING
ORGANIZATION OF A VALUE SYSTEM
PRINCIPAL OR RULE USING
VALUING
CONCEPT FORMATION/ CLASSIFYING
VALUING
CONCEPT FORMATION/ CLASSIFYING
VALUING
CONCEPT FORMATION/ CLASSIFYING
AWARENESS/ RECEIVING-RESPONDING
VERBAL CHAINING
AWARENESS/ RECEIVING-RESPONDING
VERBAL CHAINING
AWARENESS/ RECEIVING-RESPONDING
VERBAL CHAINING
AFFECTIVE DOMAIN
COGNITIVE DOMAIN
AFFECTIVE DOMAIN
COGNITIVE DOMAIN
AFFECTIVE DOMAIN
COGNITIVE DOMAIN
SELF
EDUCATION
WORK

Fig. 2. A behavioral model for the development of media.

Within this broad complex framework, media can be designed on the basis of the information inputs which must be communicated in connection with the type of learning to be acquired. Media designed for the cognitive domain may include those that deal with the application skills of problem-solving and decision-making; in the affective domain, media may consider factors related to values, aspirations, choices, and be designed in such a way as to present these factors in an ordered relationship.

With an indication of the terminal behavioral objective in mind, multimedia measures based on behavioral elements suggested in the conceptual model can be tested to evaluate the differential impact of the several types of materials used under varying conditions. Stated differently, a given class of media could then be tested against the theoretical considerations of the model and allow predictions to be made as to certain specified behavioral changes in students as a result of their interactions with such media.

Specifically, prediction measures may be based on students' awareness of values, aspirations, and choices in respect to self, education, and work or their knowledge and skill in applying information relative to self, education, and work in their own vocational decision-making as a result of their exposure to a sequence of materials.

Based on the above rationale, procedures for the design and use of guidance curriculum media will be developed to investigate the process by which an individual begins to understand his affective behavior and then builds cognitive reactions in making vocational choices and decisions.

III. RESEARCH ACTIVITIES AS RELATED TO DEVELOPMENT EFFORTS

A. Rationale and Focus of the Research

As some of the literature suggests,[5] an individual's inability to assimilate educational experience can arise from conflicts of attitude and thought engendered by forms of discrimination, familial instability, economic or social deprivation, neglect or squalor. An individual's motivation, hence achievement, cannot be understood without reference to the nature of these behaviors and the effect they have on his conception of action in coping with educational-vocational demands.

The primary objective of the research effort is to identify the major types of learned behaviors that interfere with noncollege youth benefiting from their educational experience. To aid in accomplishing this goal, research activities were centered around an investigation of prior learning and individual differences among 8th and 12th grade students in terms of how they think about themselves, education, and work. The information will be used in establishing empirically derived objectives for guidance media for schools.

In the research study, 8th and 12th grade students in schools representing four kinds of community settings were extensively surveyed. This survey, based on intensive sampling in a limited region, has been complemented by two in-depth follow-up interviews of samples of the 12th grade students, conducted two and eight months after graduation. The community settings surveyed included schools with varying proportions of youngsters who would be able to profit sufficiently from their education to be self-sustaining members of a productive society. The data was analyzed by community setting to aid in the identification of areas of conflict and incongruity that may interfere with education.

To accomplish this purpose, it was proposed that the data be subjected to discriminant analysis whereby the discriminant functions that separate unfavorable community settings from favorable community settings could be examined. The multiple-discriminant analysis-classification approach will also result in the identification of those students from favorable community settings who would be classified as belonging to unfavorable community settings on the basis of their discriminant score vectors. In later phases of the study, these students can be studied as potential candidates for a program to define and remove the sources of interference with their educational performance.

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[5] Evidence to support this assumption is based on a study of pertinent research and literature completed by the Project and submitted to the Office of Education. (Mimeographed.)

The community setting variable, as predicted from discriminant analysis-classification procedures, admittedly provides only a gross summary of behaviors that make the difference between potential success and failure in coping with the demands of the educational or work environment. But the discriminant functions on which the predictions were based, do provide an opportunity to analyze the community setting variable in terms of its meaningful components. Ideally, were all the pertinent variables available in the data, it might be possible to identify in the discriminant functions the syndromes of successful adjustment to the educational process, at least to the extent permitted by the sample size and the communities selected.

It is not assumed that the data currently gathered can be quite so productive. However, with this data, it has been possible to see if the students who were classified as belonging to favorable or unfavorable community settings are a homogeneous group in discriminant space, or whether they fall into recognizable subgroups. As a result, some notion of the types of affective behaviors involved can be gained from the locations of the subgroups in discriminant space.

The varieties of potential failure of the educational process that may be recognized in this study of the discriminant space and in the subsequent analysis of follow-up interview data can stimulate further research. It can also serve to guide the development of empirical objectives for guidance media designed to increase the educational-vocational awareness and problem-solving skills of secondary school youth.

In brief, the research effort of the Project has concerned itself with: (1) identifying and describing behavioral elements that underlie perceptions of self in education and work of secondary school students from differing community settings to support the development of objectives and content for guidance media; (2) exploring methods of presenting this information to students to promote an increased awareness of the affective and cognitive dimensions of the behavioral elements identified.

B. Research Strategy and Design

1. Instruments Used

a. Occupational Information Survey (OIS)

The first set of data to be used for identifying areas of incongruity and conflict were obtained by means of an Occupational Information Survey (OIS) conducted with a sample of schools from the Pittsburgh metropolitan area prior to the end of the 1965-66 school year.

The questionnaire used was constructed through the joint efforts of the research staff of the CIG Project and the American Institutes for Research (AIR).[6] The questionnaire was a self-administered, two-part instrument which contained mostly limited-alternate choice items, plus a number of fill-in items, numbering 177 in all.

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[6] See Appendix B for sample questionnaires.

b. Follow-Up Interview Schedules

The instrument, initially developed to obtain follow-up interview data, was structured only to the extent that the questions were standard on all forms, and, except in a few cases, allowed for open-ended responses. Specific questions on the interview schedule carried with them instructions for the interviewer to probe for reasons why a particular response was given. The instrument was later revised for the second follow-up interview study for ease in administration and coding.[7] The questions asked were directed toward the following specific categories: military service; job-seeking and job-getting behavior; pay scales; job title and work assignment; occupational alternatives; resources for job-getting; future plans; type of expenditures; and attitudes regarding job satisfaction, working conditions, location of the job, supervision, co-workers, and family's and peer group's attitude toward their job. Graduates were also asked to comment on the relevance and adequacy of their education and guidance, and possible plans and reasons for switching occupations.

The information obtained by the interview was closely related to that obtained by the initial questionnaire instrument with several additional advantages: (1) information about the actual job situation rather than the respondent's expectations or anticipated attitudes toward the situation; (2) opportunities for information which falls outside the six choice alternatives on the questionnaires; (3) opportunities for probing for depth information not possible to obtain on a self-administered instrument; and (4) the opportunity to relate depth and follow-up information to the larger sample over a given period of time.

2. Methods

Five school systems from the Pittsburgh metropolitan area were chosen for the Survey. Selection of the five systems was made on the basis of a diverse range of cultural settings and social characteristics. Table 1 presents figures on enrollment and percentage of graduates who attend four-year colleges or universities while Table 2 presents some social statistics on each school system as obtained from 1960 census reports. The names of the school systems have been modified in such a way as to preserve their anonymity yet retain their social characterization. Because the cultural and statistical characteristics of Milltown school systems 1 and 2 were similar, it was decided to treat them as one system. Subsequent preliminary analyses of findings have borne out the wisdom of this decision.

By way of summary, the school systems selected corresponded to four types of community settings which can be described as follows:

Mt. Ivy - A school type which draws its students from stable, well-established, residential suburban communities immediately outside the city limits. Families are almost entirely white, upper-middle class by virtue of (1) average educational attainment, (2) occupational grouping (which in this case is more than 80 percent white collar), and (3) median income (which is twice the amount of the Central City residents).

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[7] See Appendix C for sample of interview schedule.

TABLE 1

SCHOOL CHARACTERISTICS DATA[a]

School type	12th Grade Students		8th Grade Students		Percent of class with four-year college plans
	Number in sample	Number in class	Number in sample	Number in class	
Mt. Ivy	530	560	647	682	70
Suburban Projects	412	425	546	614	50
Milltown (1)	222	229	175	178	35
Milltown (2)	266	290	215	215	40
Central City	90	140	125	202	—[b]
Number of students	1,520	1,644	1,708	1,891	

[a] Figures on enrollment and percent of graduates who attend four-year colleges or universities are based on figures obtained from the administrative offices in these schools.

[b] Information not available.

TABLE 2

COMMUNITY SETTING CHARACTERISTICS OF SCHOOLS[a]

School type	Percent natives of foreign-born	Median school years completed	Percent white collar occupations	Median family income in dollars	Percent Negro
Mt. Ivy	18.3	13.0	82.8	11,108	0.01
Suburban Projects	18.5	12.4	55.4	7,588	0.09
Milltown (1)	32.9	10.7	41.9	6,260	0.01
Milltown (2)	34.3	10.0	31.2	5,538	8.20
Central City	13.0[b]	9.1[b]	0.0[b]	3,563	70.80[b]

[a] Definitions of terms in the table are based on those used by the Bureau of Census: (1) natives of foreign-born or mixed parentage--American born, with one or both parents who are foreign-born; (2) median school years completed--this figure includes only the population which is 25 years of age and over; (3) white collar--occupations which fall into the categories of professional, managerial, clerical and sales (in the U.S. approximately 40 percent of the labor force is included in this category).

[b] Figures for Central City are approximations based on combined census tracts from which populations for schools are drawn, weighed by population density for each tract.

Suburban Projects - A school type which draws its students from the more typically middle-class, suburban communities containing mass-produced, development housing. Residents of these communities, generally, seek optimal occupational and organizational affiliations and, as a result, are geographically and socially mobile. Families are primarily white, with a somewhat higher than median income and educational attainment. Occupations represented range from semi-skilled manual to the professions, with slightly over one half in the white collar category.

Milltown - A school type whose students come from smaller urban communities that exist as separate cities within the standard metropolitan statistical areas. Similar lower-middle class communities can be found adjacent to the central urban core, usually zoned for heavy industry, and having large subpopulations which are first and second generation foreign-born. In these sections the income, educational attainment, and representation of jobs approach the mean for the major urban center (which in this case is Pittsburgh). The major urban center generally is composed of many communities of this type. The Negro population is lower than that of the core city, less than 10 percent, as compared with 17 percent for the city.

Central City - This school type is represented by those census tracts near the central core of the city which are predominately Negro (the actual range is from 36 percent to 97 percent from those tracts which feed into the school. The approximate percentage of Negroes attending Central City school in this case is 90 percent). Housing in this section consists of overcrowded tenement-type dwellings to low-rent government housing projects; some sections included have been partially razed for urban renewal projects. Heavily represented by those who meet the criteria for government poverty programs, the residents of these areas have lower than median incomes and educational attainment, and many are only marginally employed if employed at all.

The OIS questionnaires were administered to 8th grade (N = 1,708) and 12th grade (N = 1,518) students in the junior and senior high schools of the systems chosen. The administration of the two-part instrument took place during class periods set aside by the school authorities for this purpose and lasted approximately one hour.

Questionnaires A and B were administered concurrently at the senior high schools during regular class periods by a joint AIR-CIG research team. Standard instructions were read aloud before the students began writing, and several monitors were available to answer questions during the course of filling out the questionnaire. The same conditions were employed for junior high schools where sections A and C were administered. Section C was particularly designed for use by younger students.

Questionnaires A and B, modified for use with adult trainees, were administered to a reference sample of 79 job trainees at the Work Training Opportunity Center in Washington, D. C.

The samples of 12th grade students for the two follow-up interviews were drawn from those 12th graders who completed the OIS questionnaires near the end of the school term. The total sample size for each sample was 135. The selection process was as follows:

Central City--50 percent random sample of 12th graders (N = 45).

Milltown--random sample of 12th graders, stratified by college plan with a ratio of 2 to 1 of noncollege bound over college bound (N = 45).

Mt. Ivy and Suburban Projects--random sample of the two suburban schools combined, stratified by college plans, with a ratio of 2 to 1 noncollege over college (N = 45).

Administered by trained researchers provided by AIR and the CIG Project, the interviews were completed two and eight months after graduation. In almost all cases the respondents were contacted and interviewed in their homes. In addition to the open-ended instruments that were administered at this time, information was provided on each respondent in the form of a one page descriptive statement by the interviewer.[8] The descriptive summaries were provided primarily for purposes of selecting film subjects for vignettes,[9] however, this material provided descriptions which can be cross-compared with depth analyses of the interviews and the harder data of the questionnaires.

C. Data Analysis and Results

1. Occupational Information Survey (OIS)

Analysis of the OIS data began with the 12th grade students because this grade level was chosen as the target population for the first experimental media development effort. Initially, it was hoped that the questions on the OIS would enable the investigators to establish empirical dimensions with which to describe the functioning individual in relation to his perceptions of self, education, and work. To this end, a simple cross tabulation of items by community setting, career plan (college/noncollege), and sex was attempted. Upon examination of the material, it became clear that the items were not mutually exclusive and that, therefore, this method of analysis needed to be supplemented for purposes of establishing empirical dimensions.

In view of the difficulty encountered by the attempt at deriving dimensions through cross tabulation, a different approach was taken so as to utilize more fully the information contained in the responses. The investigators set up, on an a priori basis, logical clusters of items to compose indicators of attitudes toward the concepts of self, education, and work. The specific items, response options, and scoring for each are outlined preceding the analysis of each scale. Having established these sets of items or scales purely on a rational basis with an eye to serving a particular goal, the data was then subjected to discriminant analysis. These sets of items have proven to be quite useful and provide an adequate description of the functioning individual in relation to his perceptions of self, education, and work. The Job Incentives Scale and occupational knowledge items were treated separately

[8] The descriptive statements (with some slight editing) may be found in Appendix D.

[9] See Section IV.

as were the category of items pertaining to responses held in common across groups, i.e., high agreement items.[10]

Prior to presentation of research results, one point must be made clear. The investigators did not regard the use of a discriminant analysis-classification approach as a prescriptive technique, but rather as a heuristic one. The technique provided a way of transforming data in order that useful aspects of the information contained therein would emerge. The arithmatical and algebraic manipulations used and described below were designed to help provide some clues as to the nature of the phenomena.

a. Self Scale

(1) Discriminant analysis of Self Scale items

The question to be answered through analysis of this data concerns the combinations of factors important to perceptions of self that differentiate between various subgroups of a heterogeneous sample of 12th grade students. The groups investigated were formed on the basis of community setting, career plan, and sex. The 1,476 subjects used in this analysis represent the four types of community settings previously discussed: Mt. Ivy, Suburban Projects, Milltown, and Central City, with two types of career plans, college or noncollege. Proportionately, there were almost as many females (N = 712) as males (N = 764). The two major subdivisions of college/noncollege have been constituted from the questionnaire item which asks the student to indicate his plans for education after hi~h school. Those with firm plans for attending college, either a two- or four-year program were considered college bound (N = 908), and those whose plans did not include college were considered the noncollege group (N = 568).

The ability of the categories of items to provide useful information concerning the group to which an individual belongs is the primary problem to be investigated in the analyses that follow. The data were analyzed using Canonical Discriminant Analysis.[11] In brief, discriminant analysis, as a statistical technique, reduces the dimensionality of the predictor space to a minimum number of dimensions without substantial loss of information. In the case of the present investigation, each subject can be represented as a point in multidimensional space which is defined by the items of that category or scale. The problem is one of determining if the various groups occupy different regions of the space.

Two separate discriminant analyses were performed with the Self Scale items. The first analysis was carried out with the subjects divided on the basis of community setting.

The significance tests of canonical correlation for the four groups on the first two functions were significant at less than the .0001 level. The null hypothesis that, in each case, the four groups were drawn from the same population in terms of their responses to items in this category was thus rejected.

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[10] See Appendix E for these items and scales.

[11] B. G. Wingersky, "A Derivation for Canonical Correlation Analysis," January, 1967. (Mimeographed.) Available through Project TALENT, Palo Alto. California.

Table 3 provides a roster of group means showing which groups are high and which groups are low on each item variable in this category. The variate-canonical variate correlation indicates the respective "weight" for each item variable for discriminant Function 1 and Function 2. Two functions were found to be the maximum number necessary to discriminate among the four groups.

For the first discriminant function, the item having the highest positive coefficient was the item dealing with estimated amount of rent students plan to pay when they first move from their parents' home. Students' description of family finances as "well to do" also had a high positive coefficient on this function. High negative coefficients were displayed by items concerning students' perception of family finances as "have the necessities" and students' expressed regret for "not having worked harder in school." The group centroids placed the Mt. Ivy group at the positive end of the dimension, the Suburban Projects and Milltown groups falling near and slightly below the zero point of the scale, and the Central City group centroid having the highest negative value. The dimension defined by this first discriminant function appeared to be primarily a perception of economic status dimension.

The positive pole of the second discriminant function was defined by two items: perception of family finances as "comfortable" and most likely reason for leaving a job "if I didn't like the work I was doing." The negative pole was defined by two items: most likely reason for not getting a job checked as "might fail the tests" and perception of effort put into school work checked as "working as hard as I can." While the first function separated the two extreme groups, Mt. Ivy and Central City, the second served primarily to differentiate between Central City and the combined Suburban Projects, Milltown, and Mt. Ivy groups. This statistical function appeared to separate groups according to a psychological reaction to the demands of the school and work environment dimension.

The four groups were plotted according to their scores on the two discriminant functions derived by the analyses. Graphic representation of the analysis is presented in Fig. 3. In viewing the distinctions resulting from this analysis, the behavioral element that is suggested by the discrimination of Central City, and to a lesser degree, Milltown, from Suburban Projects and Mt. Ivy might be described as that of "expectation of failure while rationalizing one's effort."

Using the coefficients derived from the two discriminant functions, the subjects of the original sample were sorted into four groups according to their discriminant scores. Fifty-three percent of the original sample were placed in the appropriate groups (see Table 4). Most misclassifications resulted from a confusion of Central City with Milltown, and Suburban Projects with Milltown and Mt. Ivy.

TABLE 3

OIS SELF SCALE DISCRIMINANT ANALYSIS BY COMMUNITY SETTING AND SEX

Questionnaire	Item	Response[a]	Group Means and Grand Mean					Variate-canonical Variate Correlations	
			Community setting by sex						
			Central City	Suburban Projects	Mount Ivy	Milltown	Total sample	Discriminant function 1	Discriminant function 2
A	D- 1	1	.41	.20	.30	.35	.29	-.116	-.351
		2	.20	.33	.34	.26	.30	.177	.078
		3	.26	.30	.21	.29	.26	-.132	.198
		4	.10	.17	.14	.10	.13	.089	.134
A	D- 2	1	.18	.23	.31	.21	.25	.200	-.087
		2	.75	.68	.55	.73	.65	-.305	.144
		3	.05	.08	.13	.05	.09	.235	-.107
A	D- 3	1	.01	.02	.04	.01	.02	.124	-.098
		2	.65	.46	.37	.47	.44	-.248	-.033
		3	.32	.52	.58	.51	.53	.211	.090
A	D- 5	1	.06	.01	.00	.01	.01	-.167	-.234
		2	.42	.13	.06	.17	.13	-.433	-.225
		3	.45	.73	.60	.77	.68	-.127	.474
		4	.05	.12	.31	.05	.16	.579	-.328
		5	.00	.01	.01	.00	.01	.112	-.018
B	C- 2	1	.09	.16	.12	.13	.13	.011	.174
		2	.06	.07	.07	.05	.06	.046	.008
		3	.05	.11	.07	.10	.09	-.024	.183
		4	.28	.28	.27	.22	.26	.050	.001
		5	.49	.34	.42	.49	.42	-.118	-.226
B	C- 6	1	.15	.12	.13	.11	.12	.014	-.047
		2	.23	.06	.10	.13	.11	-.161	-.300
		3	.14	.15	.08	.15	.12	-.161	.160
		4	.14	.14	.22	.19	.18	.105	-.145
		5	.31	.44	.36	.39	.39	.001	.235
B	C- 8	1	.05	.04	.05	.05	.05	-.013	-.018
		2	.17	.03	.05	.05	.05	-.135	-.354
		3	.25	.27	.13	.23	.21	-.215	.285
		4	.19	.18	.13	.18	.16	-.120	.079
		5	.32	.40	.54	.45	.46	.217	-.135
B	C- 9	1	.12	.27	.20	.16	.20	.103	.271
		2	.17	.23	.15	.18	.18	-.062	.214
		3	.26	.17	.13	.16	.16	-.141	-.028
		4	.08	.02	.07	.06	.05	-.007	-.255
		5	1.33	2.07	1.62	1.51	1.68	.098	.472
B	B- 5		3.27	4.54	5.16	3.84	4.46	.600	.018
Number of students			88	393	518	477	1,476		

[a] See Appendix E for the Self Scale items.

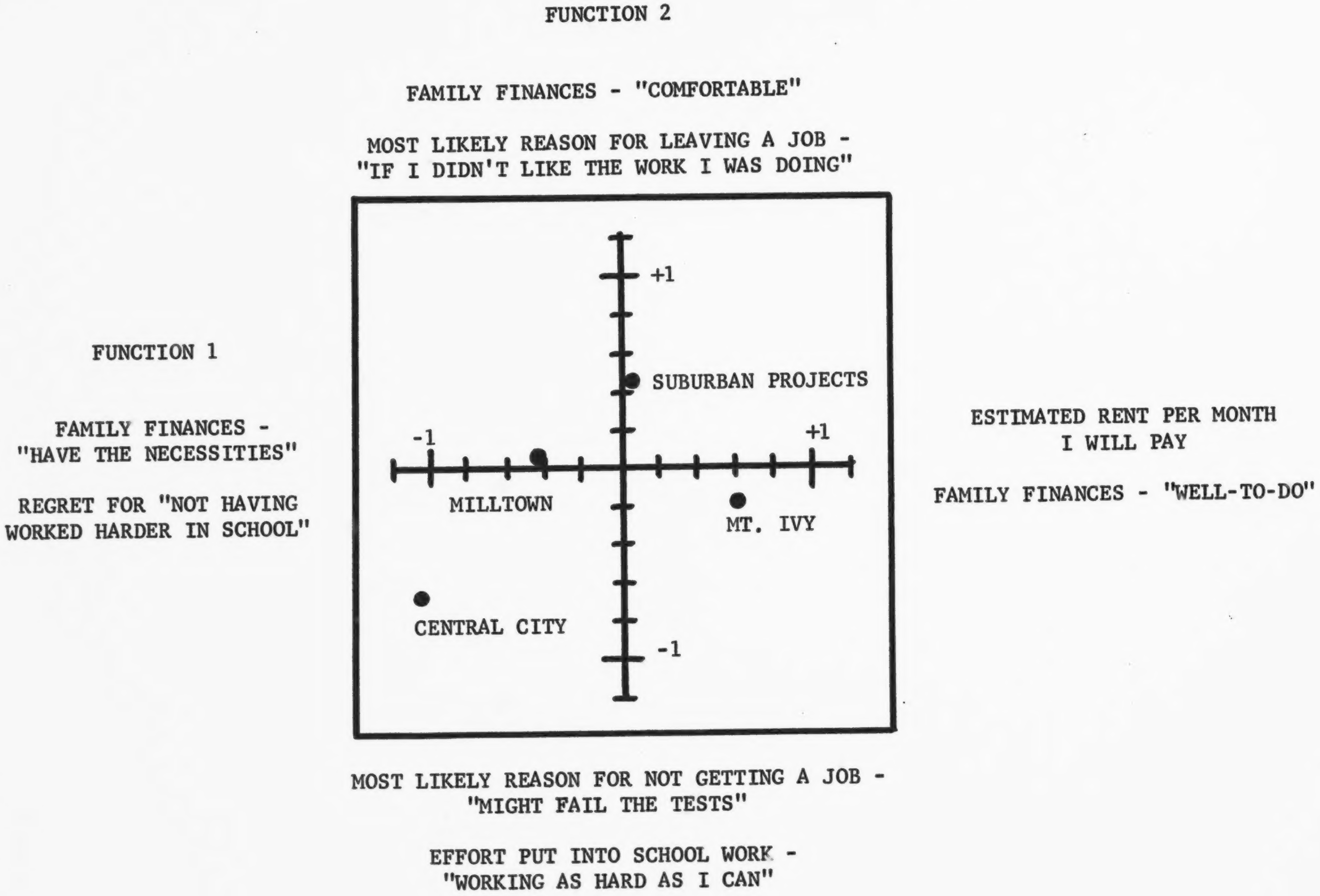

Fig. 3. Centroids of community setting groups in discriminant space showing similarity of groups by Self Scale item variables.

TABLE 4

COMMUNITY SETTING GROUP MEMBERSHIP PREDICTED FROM OIS SELF SCALE DISCRIMINANT FUNCTION SCORES[a]

Predicted group membership	Actual Group Membership							
	Central City		Suburban Projects		Mt. Ivy		Milltown	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.
Central City	30	26	2	9	2	8	5	24
Suburban Projects	7	6	37	146	15	77	18	85
Mt. Ivy	9	8	27	105	61	315	16	76
Milltown	55	48	34	133	23	118	61	292
Number of students		88		393		518		477

[a] Percentage of hits (correct classifications): 53 percent.

In summary, the four groups formed on the basis of types of community setting differed significantly in their responses to the items concerned with self in education and work. The first discriminant function defined an economic status dimension while the second function defined a psychological reaction to the school and work environment dimension. Classification of the sample indicated that the members of the Central City group were likely to look like members of the Milltown group while members of the Suburban Projects group were equally likely to look like members of the Milltown group or Mt. Ivy group when sorted according to these dimensions. The smaller numbers in the Central City group (as well as in the Suburban Projects group) may have accounted for some of these misclassifications.

A second discriminant analysis was carried out to determine the combination of items corresponding to the Self Scale which best discriminates between groups formed on the basis of career plan and sex. The significance tests of canonical correlation for the four groups on the total set for Functions 1 and 2 were less than the .0001 level. In each case, the probability of differences as large as those occurring by chance was less than 1 in a 1,000. The null hypothesis that these four groups occupied the same area in the two dimensional space was thus rejected. The item with the highest positive coefficient (see Table 5) for Function 1 was "didn't like work presently doing" as the reason for leaving a job. The item with the highest negative coefficient was "do more important work elsewhere" as primary reason for leaving a job. Other items showing high negative correlations were perception of ability as "better than that of the average student," and hardest step in job-seeking as "deciding whether to take job that is offered." When these weights were applied to the item scores of the four

TABLE 5

OIS SELF SCALE DISCRIMINANT ANALYSIS BY CAREER PLAN AND SEX

Questionnaire	Item	Response[a]	Group Means and Grand Mean					Variate-canonical Variate Correlations	
			Career plan by sex						
			College male	College female	Non-college male	Non-college female	Total sample	Discriminant function 1	Discriminant function 2
A	D- 1	1	.21	.39	.19	.39	.29	.231	-.243
		2	.36	.23	.37	.24	.30	-.160	.180
		3	.26	.28	.22	.29	.26	.031	-.075
		4	.17	.09	.20	.06	.13	-.154	.156
A	D- 2	1	.24	.34	.17	.21	.25	.035	-.305
		2	.64	.57	.72	.72	.65	.015	.264
		3	.11	.08	.09	.05	.09	-.094	-.016
A	D- 3	1	.02	.00	.05	.02	.02	-.001	.235
		2	.27	.36	.64	.65	.44	.331	.536
		3	.70	.64	.30	.31	.53	-.335	-.624
A	D- 5	1	.00	.01	.02	.01	.01	.059	.114
		2	.10	.07	.22	.22	.13	.102	.388
		3	.68	.72	.61	.68	.68	.017	-.161
		4	.20	.20	.11	.07	.16	-.125	-.251
		5	.01	.00	.01	.00	.01	-.103	.087
B	C- 2	1	.04	.19	.16	.17	.13	.282	-.008
		2	.03	.08	.07	.07	.06	.120	-.003
		3	.04	.12	.07	.16	.09	.226	-.036
		4	.30	.29	.22	.18	.26	-.096	-.176
		5	.55	.30	.43	.38	.42	-.284	.160
B	C- 6	1	.18	.09	.11	.07	.12	-.194	-.008
		2	.08	.08	.14	.14	.11	.067	.153
		3	.08	.10	.15	.20	.12	.140	.172
		4	.29	.09	.21	.12	.18	-.308	.150
		5	.33	.53	.28	.40	.39	.164	-.354
B	C- 8	1	.09	.02	.05	.02	.05	-.223	.058
		2	.08	.00	.08	.03	.05	-.183	.218
		3	.17	.19	.26	.24	.21	.095	.146
		4	.12	.21	.13	.21	.16	.147	-.121
		5	.43	.54	.40	.45	.46	.068	-.199
B	C- 9	1	.10	.23	.31	.23	.20	.244	.164
		2	.07	.28	.14	.28	.18	.347	-.158
		3	.21	.09	.23	.10	.16	-.188	.207
		4	.13	.00	.04	.02	.05	-.360	.056
		5	.97	2.09	1.97	2.01	1.68	.560	.020
B	B- 5		4.83	4.72	4.04	3.85	4.46	-.191	-.339
	Number of students		483	425	281	287	1,476		

[a] See Appendix E for the Self Scale items.

groups, college males were at the low end of the dimension, the noncollege male group slightly above the zero point while the two female groups were at the positive end of the dimension (see Fig. 4). This suggests a "competence" or "sense of effectiveness" dimension with college males placing considerably more emphasis on their own mastery or control of the environment than the combined noncollege and college female groups who emphasized the controlling influence of the environment.

The item with the highest positive coefficient on the second discriminant function was perception of ability as "equal to that of the average student." The highest negative coefficient on Function 2 was the perception of ability as "higher than that of the average student." When weights were applied to the four groups, the college female group was at the low end of the dimension, the college male group slightly below the zero point of the scale, and the noncollege groups toward the positive end of the dimension. In general, it would appear that members of the college career plan group perceived themselves as being more effective and competent than members of the noncollege career plan groups, regardless of sex.

Again, in an effort to determine whether or not items on this Self Scale predict group membership by career plan and sex, classification chi squares were computed. As Table 6 shows, the probability of group membership yielded 60 percent hits. Most misclassifications resulted from a confusion of the noncollege career plan groups (both male and female) with the other three groups. This was particularly true for the noncollege career

TABLE 6

CAREER PLAN GROUP MEMBERSHIP PREDICTED FROM OIS SELF SCALE DISCRIMINANT FUNCTION SCORES[a]

	Actual Group Membership							
	College male		College female		Noncollege male		Noncollege female	
Predicted group membership	Percent	No.	Percent	No.	Percent	No.	Percent	No.
College male	70	337	1	4	20	46	3	10
College female	20	95	72	306	20	56	33	94
Noncollege male	6	27	10	41	41	114	20	56
Noncollege female	5	24	17	74	20	55	44	127
Number of students		483		425		281		287

[a] Percentage of hits (correct classifications): 60 percent.

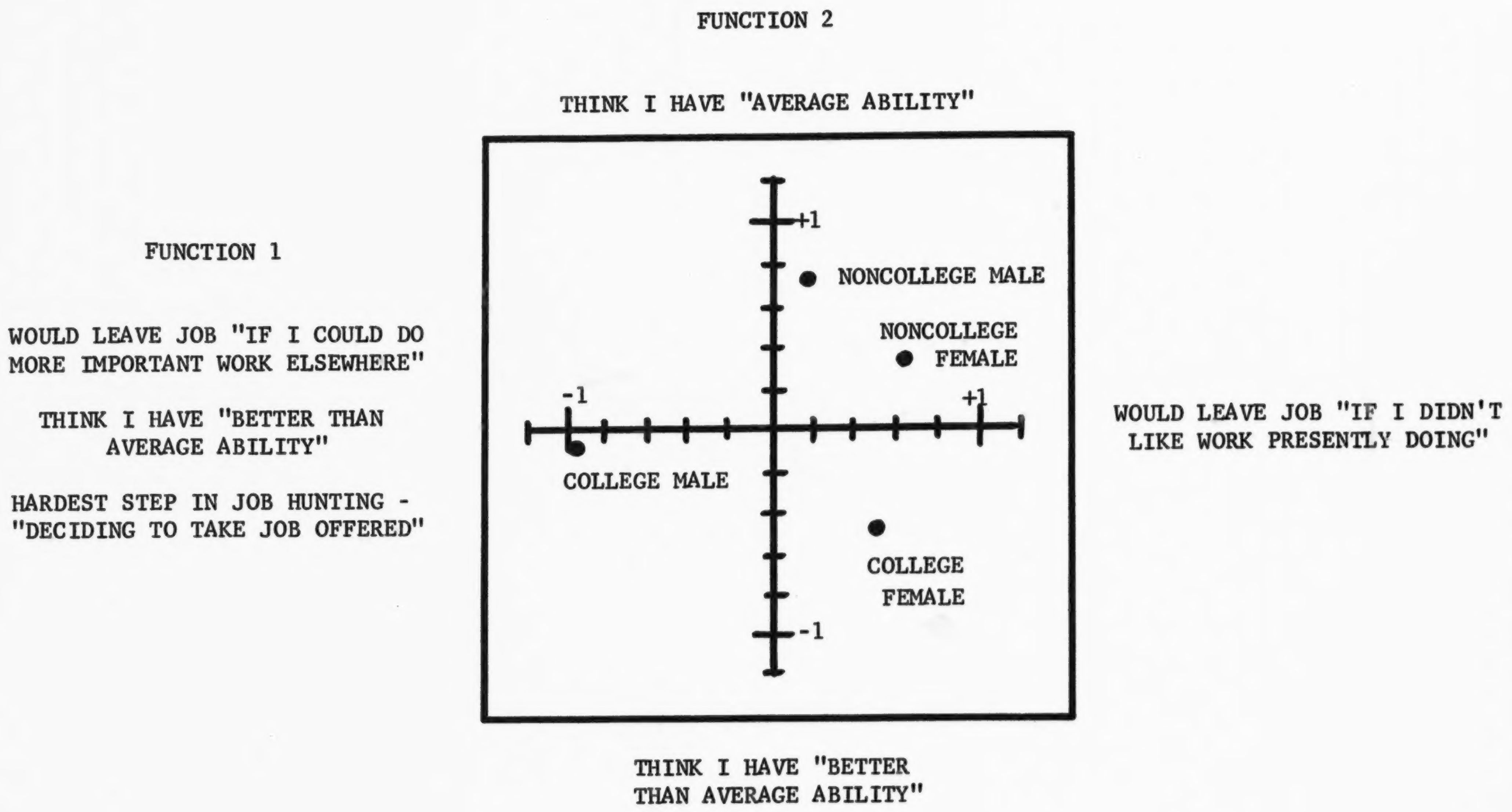

Fig. 4. Centroids of career plan by sex groups in discriminant space showing similarity of groups by Self Scale item variables.

plan male group. It is evident that the best predictions or functional distinctions using Self Scale items can be made with groups who are more homogeneous according to career plan, i.e., the college group.

To summarize, the four groups formed on the basis of career plan (college/noncollege) and sex differed significantly in their responses to the items concerned with awareness of self in education and work. The first discriminant function defined a "sense of effectiveness" dimension while the second function defined a "sense of ability" dimension. The distinctions suggested that members of the college male group were differentiated from their female counterparts and from noncollege career plan groups, in general, by their perception of their sense of effectiveness and competence, i.e., their confidence in ability to maintain control over reinforcements. The data also suggested that the female whose career plan was college may be influenced in her perception of herself in education and work by many of the same factors that influenced the noncollege groups, male and female.

The above analyses yield interesting information concerning differences between and among subgroups important to the study. While the Central City group is certainly not representative of this population since it was drawn from a school with a 90 percent Negro population, some long standing hypotheses concerning the differences between this group and those in more advantaged circumstances are supported. Differences between males and females also lend support to such long standing hypotheses. These analyses demonstrate that while the structure of the Self Scale (developed from items from the OIS) may be unclear, its utility in discriminating among groups may be of importance. The questions of interest to counselors and school personnel frequently involve the differences between groups and not the structure of the instrument. Discriminant analyses such as those carried out in the present investigation can provide some clues to answering such questions.

(2) Cross-tabulation of Self Scale items

The separate items that differentiated the groups on the basis of discriminant analysis were further examined to obtain more definitive information on the nature of the subgroup differences. These items were considered individually and are reported below.

Family Finances

Students were asked to check the word or phrase which best described their family's finances. Their responses are presented in Table 7 which shows that each community setting had a somewhat expected distribution between the not-so-well-off and the well-off. Considering the actual median family income figures[12] with Central City at $3,563 and Mt. Ivy at $11,108, the fact that more than 50 percent of the Central City students saw their family's financial situation as merely having the necessities or barely adequate for living, seems to be in line with reality. The other three groups also gave expected responses, though the overall tendency seemed to be for everyone to reply that family finances were "comfortable," with the actual

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[12] See Table 2 on page 16.

TABLE 7

DESCRIPTION OF FAMILY FINANCES BY COMMUNITY SETTING

Financial situation	Community Setting Central City	Milltown	Suburban Projects	Mt. Ivy
	Percentage distribution			
Barely able to make a living	6.8	1.0	0.6	0.4
Have the necessities	43.2	16.9	12.0	6.3
Comfortable	45.4	76.7	70.7	61.8
Well-to-do	4.5	5.1	16.0	29.9
Wealthy	0.0	0.2	0.6	1.5
Total	99.9	99.9	99.9	99.9
Number of students	88	486	468	458

definition of what constitutes a comfortable financial situation probably varying widely depending upon long-term family standards and values.

The sample of 12th graders questioned on this item by Project TALENT showed about 70 percent as describing their family finances as "comfortable," with 15 percent of the college and 8 percent of the noncollege respondents saying "well-to-do." The Suburban Projects Group in the present study closely approximates the Project TALENT college bound group response on this item.[13]

Estimated Rent Per Month I Will Pay

Subjects were asked the question: "How much do you plan to pay in rent when you first move from your parent's home?" Answers given by the total sample of students appear in Table 8.

Almost three fourths of the total sample expected to be paying $100 or less per month in rent; the median amount was $90 which seems somewhat realistic based on rent statistics for the local area. Cross-tabulations of this data with actual rental information from certain outside statistical sources and also cross-comparisons with such data as student's job choices for after graduation would add greatly to the meaningfulness of these findings. The complete analysis will have to establish two major points: (1) the actual, or normative rental, food, and other expenses of people in this age group (by community setting if possible), and (2) the amount perceived by the subsamples.

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[13] Project TALENT, The American High School Student, Final Report for Cooperative Research Project No. 635, U.S. Office of Education (University of Pittsburgh, 1964), p. K-11.

TABLE 8

EXPECTED RENTAL EXPENSES BY TOTAL SAMPLE

Monthly amount in dollars	Percent
0 - 25	2.5
26 - 50	13.4
51 - 75	20.1
76 - 100	33.3
101 - 125	8.7
126 - 150	11.0
151 - 175	1.6
176 - 200	4.5
Over 200	5.1
Total	100.2
Number of subjects	1,506
Median	$90

Perception of School Effort Put Forth

In answer to the question "Right now, in my school work, I am: (check one) working as hard as I can; working to get by; haven't thought about it; not working very hard at all," the distribution of responses was fairly evenly divided among all response categories. Comparing males and females by career plan, females in general claimed to be working harder than males, though most students said they were working just "to get by." More females "haven't thought" about the question, however. Table 9 shows the actual distribution of responses.

TABLE 9

HOW HARD STUDENT IS WORKING IN SCHOOL BY CAREER PLAN AND SEX

	Career Plan by Sex			
	College		Noncollege	
School effort	Male	Female	Male	Female
	Percentage distribution			
Working as hard as I can	21.5	39.3	19.1	38.9
Working to get by	35.7	22.8	37.8	25.5
Haven't thought about it	26.0	28.2	22.7	29.5
Not working very hard at all	16.7	9.6	20.4	6.0
Total	99.9	99.9	100.0	99.9
Number of students	484	425	299	298

TABLE 10

HOW HARD STUDENT IS WORKING IN SCHOOL BY CAREER PLAN, COMMUNITY SETTING, AND SEX

School effort	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
College								
Working as hard as I can	23.1	33.3	25.0	48.7	16.5	29.6	24.5	39.0
Working to get by	23.1	13.3	30.5	17.1	37.8	24.5	38.7	26.2
Haven't thought about it	46.2	46.7	30.5	30.8	28.7	29.6	17.4	24.6
Not working very hard at all	7.7	6.7	14.1	3.4	17.0	16.3	19.4	10.3
Total	100.1	100.0	100.1	100.0	100.0	100.0	100.0	100.1
Number of students	13	15	128	117	188	98	155	195
Noncollege								
Working as hard as I can	33.3	66.7	21.1	42.9	9.7	29.3	22.6	30.4
Working to get by	27.3	14.8	36.7	19.5	44.7	29.3	34.0	39.3
Haven't thought about it	21.2	11.1	22.9	32.3	25.2	32.9	18.9	26.8
Not working very hard at all	18.2	7.4	19.3	5.3	20.4	8.5	24.5	3.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.1
Number of students	33	27	109	133	103	82	53	56

Comparing the college bound and noncollege bound groups in each of the four community settings, the major differences emerged in clearer perspective. Table 10 shows both college and noncollege distribution by community setting. An examination of Table 10 clearly reveals that the distribution was different for college and noncollege students for the response, "Working as hard as I can." In the college group, the range varied much less--48 percent to 16 percent, compared with 66 percent to 9 percent for the noncollege with Central City noncollege students choosing this response more frequently than students in the other community setting groups. Females claimed to be working harder, regardless of the community setting with no real differences by college/noncollege.

Self-Perception of Ability

Showing somewhat greater variation were the responses to the question: "Do you feel that your ability is: below that, about equal to, or above that, of the average student?" Almost twice as many males and females in the college bound group said "better." About two thirds of the noncollege bound group said only "equal." Table 11 indicates the actual percentage responses on this item by college, noncollege subgroup. It is quite interesting to learn that hardly anyone sees himself as below average in ability. From what is known about ability testing, it is very likely that there is considerable distortion in the direction of ability perception in these students. The inability to appraise oneself in an inferior position relative to others reveals an area of vocational self-analysis which doubtlessly requires much future informational input.

TABLE 11

ABILITY ESTIMATES BY CAREER PLAN AND SEX

	Career Plan by Sex			
	College		Noncollege	
Ability estimates	Male	Female	Male	Female
	Percentage distribution			
Below that of average student	1.9	.5	6.0	2.3
About equal to average student	27.3	35.6	63.2	66.2
Better than average student	70.8	63.9	30.8	31.4
Total	100.0	100.0	100.0	99.9
Number of students	483	427	299	299

Hardest Steps in Job-Seeking

It might be anticipated that students in the latter part of the 12th grade have, to some extent, thought about themselves in relation to the realities of getting and keeping a job. Students might vary widely in this respect, from the student who has actually sought and obtained several jobs, to the student who has not held any jobs and will wait for graduation until he thinks about the prospect.

The question was asked, "What do you think the hardest step for you will be in getting a new job?" Answers from the total sample are presented in Table 12, which indicates that as a whole, students did not seem to be worrying about finding a job, passing the tests, or the interview involved, although there was some variance by subgroups. For example, Central City girls, in the subgroup going on to college, seemed worried about finding a job. In the subgroup not going on to college, Central City and Milltown boys, and Suburban Projects and Mt. Ivy girls worried about finding a job. Suburban Projects girls were more concerned than other groups about the interview, though the actual percentage is not high (19.5 percent).

TABLE 12

HARDEST STEP IN JOB-SEEKING BY TOTAL SAMPLE

Hardest step	Percent
Finding a place that is looking for people	19.7
Passing the tests	9.0
Going for an interview	11.1
Deciding whether to take job that is offered	28.0
Working hard enough at the start so they know I can do the job	32.2
Total	100.0
Number of students	1,467

Expressed by the total group was the fear of not adequately proving themselves to their employers, as shown by the heavy response on the option, "working hard enough at the start so they know I can do the job." This fear seemed to be felt most keenly by Central City boys in the college group; in the noncollege groups, the fear seemed more evident overall than in the college group, with girls from Central City and Milltown the most fearful (see Table 13).

More surprising than the perceived difficulty which these 12th graders felt in proving themselves to an employer, however, was the indecision expressed about whether or not they should take a job that is offered to them. Twenty-eight percent of the total group expressed this indecision, although responses varied by subgroup from zero to 41.9 percent. Comparing the responses on this one option only, "deciding whether or not to take a job that is offered," Table 14 shows the two major subgroups, college and noncollege, by community setting.

TABLE 13

HARDEST STEP IN JOB SEEKING BY CAREER PLAN, COMMUNITY SETTING, AND SEX

Hardest step	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
College								
Finding a place that is looking for people	7.7	26.7	17.2	19.7	20.1	21.3	20.3	17.5
Passing the tests	7.7	13.3	11.7	8.5	8.2	7.4	6.1	8.5
Going for an interview	7.7	0.0	7.8	10.3	5.4	12.8	6.1	13.8
Deciding whether to take a job that is offered	30.8	26.7	35.2	26.5	37.0	37.2	41.9	29.1
Working hard enough at the start so they know I can do the job	46.2	33.3	28.1	35.0	29.3	21.3	25.7	31.2
Total	100.1	100.0	100.0	100.0	100.0	100.0	100.1	100.1
Number of students	13	15	128	117	184	94	148	189
Noncollege								
Finding a place that is looking for people	23.3	10.7	25.9	13.0	18.4	26.8	20.8	25.9
Passing the tests	16.7	21.4	7.4	8.4	7.1	8.5	16.7	11.1
Going for an interview	13.3	17.9	9.3	17.6	15.3	19.5	4.2	13.0
Deciding whether to take a job that is offered	20.0	0.0	20.4	16.8	22.4	15.9	29.2	14.8
Working hard enough at the start so they know I can do the job	26.7	50.0	37.0	44.3	36.7	29.3	29.2	35.2
Total	100.0	100.0	100.0	100.1	99.9	100.0	100.1	100.0
Number of students	30	28	108	131	98	82	48	54

TABLE 14

PERCENT OF STUDENTS EXPRESSING INDECISION ABOUT JOB OFFERED AS HARDEST STEP IN JOB SEEKING BY CAREER PLAN, COMMUNITY SETTING, AND SEX

	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
Career plan	Male	Female	Male	Female	Male	Female	Male	Female
College group	30.8	26.7	35.2	26.5	37.0	37.2	41.9	29.1
Noncollege group	20.0	0.0	20.4	16.8	22.4	15.9	29.2	14.8

It may be seen that this indecision about taking the job offered was most pronounced among Mt. Ivy college bound boys, though the whole subgroup which had college intentions chose this response more frequently than the noncollege group. Girls, in the group not intending to go on to college, seemed the least worried about job indecision, and it would not be surprising if these were the same girls who had firm job goals, such as stenographic or secretarial work, for which their high school training had prepared them.

Possible Job-Seeking Failure

Students expressed several different varieties of anxiety when the possibility of failing to get a job was put to them in the form of the question, "Which are the most likely reasons why you might not get a job?" One anxiety seemed to relate to feelings about their own abilities and training, and was expressed in the answers, "I might fail the tests," or "I'm not trained to do anything." Table 15 indicates that viewed as a whole, a majority of the total sample of 12th graders did not feel or express this anxiety.

TABLE 15

REASONS STUDENTS MIGHT FAIL TO GET A JOB BY TOTAL SAMPLE

Reason	Percent
I might fail the tests	14.0
I'm not trained to do anything	12.3
I wouldn't know how to find one	9.8
I might not do well in the interview	16.6
Too many other people wanted the job	47.4
Total	100.1
Number of students	1,362

TABLE 16

REASONS STUDENTS MIGHT FAIL TO GET A JOB BY CAREER PLAN, COMMUNITY SETTING, AND SEX

Reason	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
College								
I wouldn't know how to find one	25.0	13.3	12.7	9.9	12.8	11.2	10.8	8.8
I might fail the tests	25.0	13.3	12.7	11.7	10.5	3.4	13.1	10.6
I might not do well in the interview	25.0	6.7	13.6	9.9	15.1	15.7	16.2	11.8
I'm not trained to do anything	0.0	20.0	14.4	6.3	5.2	6.7	12.3	11.8
Too many other people wanted the job	25.0	46.7	46.6	62.2	56.4	62.9	47.7	57.1
Total	100.0	100.0	100.0	100.0	100.0	99.9	100.1	100.1
Number of students	12	15	118	111	172	89	130	170
Noncollege								
I wouldn't know how to find one	9.4	3.6	8.7	3.9	7.1	11.5	11.9	8.2
I might fail the tests	37.5	35.7	18.3	18.0	15.3	10.3	19.0	18.4
I might not do well in the interview	12.5	21.4	25.0	25.8	16.5	25.6	19.0	6.1
I'm not trained to do anything	28.1	7.1	17.3	13.3	22.4	7.7	16.7	22.4
Too many other people wanted the job	12.5	32.1	30.8	39.1	38.8	44.9	33.3	44.9
Total	100.0	99.9	100.1	100.1	100.1	100.0	99.9	100.0
Number of students	32	28	104	128	85	78	42	49

By far, the worries of most of the students were not primarily focused on specifics such as "knowing how to find a job" or "doing well in the interview," but rather in being able to compete with other people who might want the same job. This competition factor was particularly felt by the college group, with a higher percentage of the females in the college group indicating this response (see Table 16).

Among the minority of students who felt lack of ability and training as expressed in this item, the entire noncollege group, particularly the Central City male group, tended to indicate this kind of response more than others.

b. Work Scale

(1) Discriminant analysis of Work Scale items

The purpose of these sets of analyses were to determine what combination of factors important to perceptions of work would differentiate between various subgroups of the 12th grade students surveyed. Again, as in the previous analyses, the groups investigated were formed on the basis of community setting, career plan, and sex. The first discriminant analysis was carried out with the subjects divided on the basis of community setting. The significance tests for the total set for the first two discriminant functions were significant at less than the .0001 level. Once more, the hypothesis that the groups occupied the same area in discriminant space was rejected. Two functions were found to be the maximum number necessary to discriminate among the four groups.

Group means showing which groups were high and which groups were low on each item variable and discriminant function scores which indicate the respective "weight" for each item variable for the discriminant functions are provided in Table 17.

The item with the highest positive coefficient on the first function, "will keep looking until I find the job I want," was concerned with students' expectation of finding a job they wanted. Items showing high negative coefficients were "clerical or kindred" as the type of job desired; "office" as type of work environment desired; and in answer to expectation of finding a desired type of job, "I will try and then go to school if I can't find one." The group centroid of the Mt. Ivy subjects had the highest positive value while the group centroid of the Central City subjects had the lowest value. The centroids for Milltown and Suburban Projects fell between these two extremes (see Fig. 5). The dimension defined by the first discriminant function appeared to be a perception of possibilities dimension with the Mt. Ivy group assigning more importance to personal objectives as possibilities while the Central City group placed considerably more emphasis on "fate" in relation to known possibilities. The other two groups fell somewhere in between these extremes.

The second function was defined at the positive end by the items "picked job because it was suggested to me in school" and

TABLE 17

OIS WORK SCALE DISCRIMINANT ANALYSIS BY COMMUNITY SETTING AND SEX

Questionnaire	Item	Response[a]	Group Means and Grand Mean					Variate-canonical Variate Correlations	
			Community setting by sex						
			Central City	Suburban Projects	Mount Ivy	Milltown	Total sample	Discriminant function 1	Discriminant function 2
A	D-14	1	.27	.13	.08	.12	.12	-.227	.176
		2	.42	.33	.45	.43	.41	.023	.152
		3	.14	.22	.14	.22	.19	-.143	-.245
		4	.06	.12	.16	.11	.13	.177	-.039
		5	.09	.15	.12	.09	.12	.107	-.077
A	D-15	1	.11	.06	.03	.06	.05	-.169	.087
		2	.07	.25	.21	.16	.20	.186	-.236
		3	.14	.09	.12	.13	.12	-.042	.072
		4	.19	.24	.36	.23	.28	.269	.093
		5	.48	.30	.23	.39	.32	-.368	.054
A	D-16	1	.06	.04	.05	.05	.05	.006	.051
		2	.30	.21	.18	.22	.21	-.122	.074
		3	.03	.05	.03	.05	.04	-.050	-.093
		4	.19	.25	.30	.31	.28	.039	-.065
		5	.03	.10	.07	.10	.09	-.045	-.197
		6	.37	.28	.30	.26	.29	.026	.176
B	B-10	1	.02	.07	.05	.03	.05	.125	-.084
		2	.11	.15	.11	.11	.12	.008	-.067
		3	.22	.06	.05	.06	.07	-.179	.357
		4	.36	.39	.43	.47	.43	-.024	-.051
		5	.19	.20	.14	.21	.18	-.147	-.108
B	B-13	1	.12	.10	.05	.08	.08	-.115	-.007
		2	.23	.42	.55	.38	.44	.386	-.044
		3	.22	.21	.19	.20	.20	-.034	-.013
		4	.16	.05	.04	.07	.06	-.220	.194
		5	.11	.03	.02	.08	.03	-.342	.102
		6	.05	.04	.02	.04	.03	-.106	-.046
		7	.09	.08	.05	.09	.07	-.136	-.044
B	C- 7	1	.27	.22	.22	.23	.23	-.051	.064
		2	.27	.27	.23	.20	.23	.041	.028
		3	.07	.08	.07	.09	.08	-.047	-.067
		4	.36	.38	.42	.45	.42	-.020	-.041
		5	.01	.00	.01	.01	.01	-.044	.057
B	C-10	1	.09	.12	.11	.12	.11	-.011	-.075
		2	.60	.32	.37	.41	.38	-.179	.323
		3	.09	.09	.08	.07	.08	.016	.001
		4	.15	.29	.25	.30	.27	-.010	-.249
		5	.06	.11	.10	.08	.09	.073	-.102
B	C-15	1	.44	.34	.46	.38	.40	.108	.225
		2	.26	.37	.28	.45	.36	-.231	-.324
		3	.08	.07	.04	.06	.06	-.088	-.028
		4	.14	.08	.10	.04	.08	.107	.215
		5	.08	.08	.06	.06	.07	-.002	.001
B	C-16	1	.12	.09	.14	.06	.10	.182	.213
		2	.11	.04	.05	.05	.05	-.079	.218
		3	.17	.27	.25	.18	.23	.153	-.081
		4	.28	.24	.22	.39	.28	-.309	-.126
		5	.30	.33	.29	.30	.30	-.011	-.056
A	B- 1	2	.00	.01	.00	.01	.01	-.071	-.119
		3	.08	.10	.13	.05	.09	.218	.087
		4	.34	.19	.08	.21	.17	-.393	.058
		5	.10	.11	.04	.06	.07	-.116	-.095
		6	.00	.00	.00	.00	.00	.007	-.069
		7	.06	.05	.03	.06	.05	-.132	-.063
		8	.00	.00	.00	.00	.00	-.060	-.038
		9	.02	.02	.01	.03	.02	-.131	-.070
		10	.07	.08	.14	.10	.11	.158	.080
B	B- 1	1	.01	.01	.01	.00	.01	.020	.074
		2	.00	.00	.00	.00	.00	-.060	-.038
		3	.00	.01	.01	.01	.01	.034	-.028
		4	.03	.08	.04	.08	.06	-.096	-.192
		5	.01	.03	.01	.01	.01	.044	-.078
		6	.00	.00	.00	.00	.00	.008	-.037
		7	.06	.04	.03	.02	.03	.031	.088
		8	.31	.20	.17	.18	.19	-.099	.150
		9	.03	.04	.02	.02	.03	-.007	-.046
Number of students			88	393	518	477	1,476		

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[a] See Appendix E for the Work Scale items.

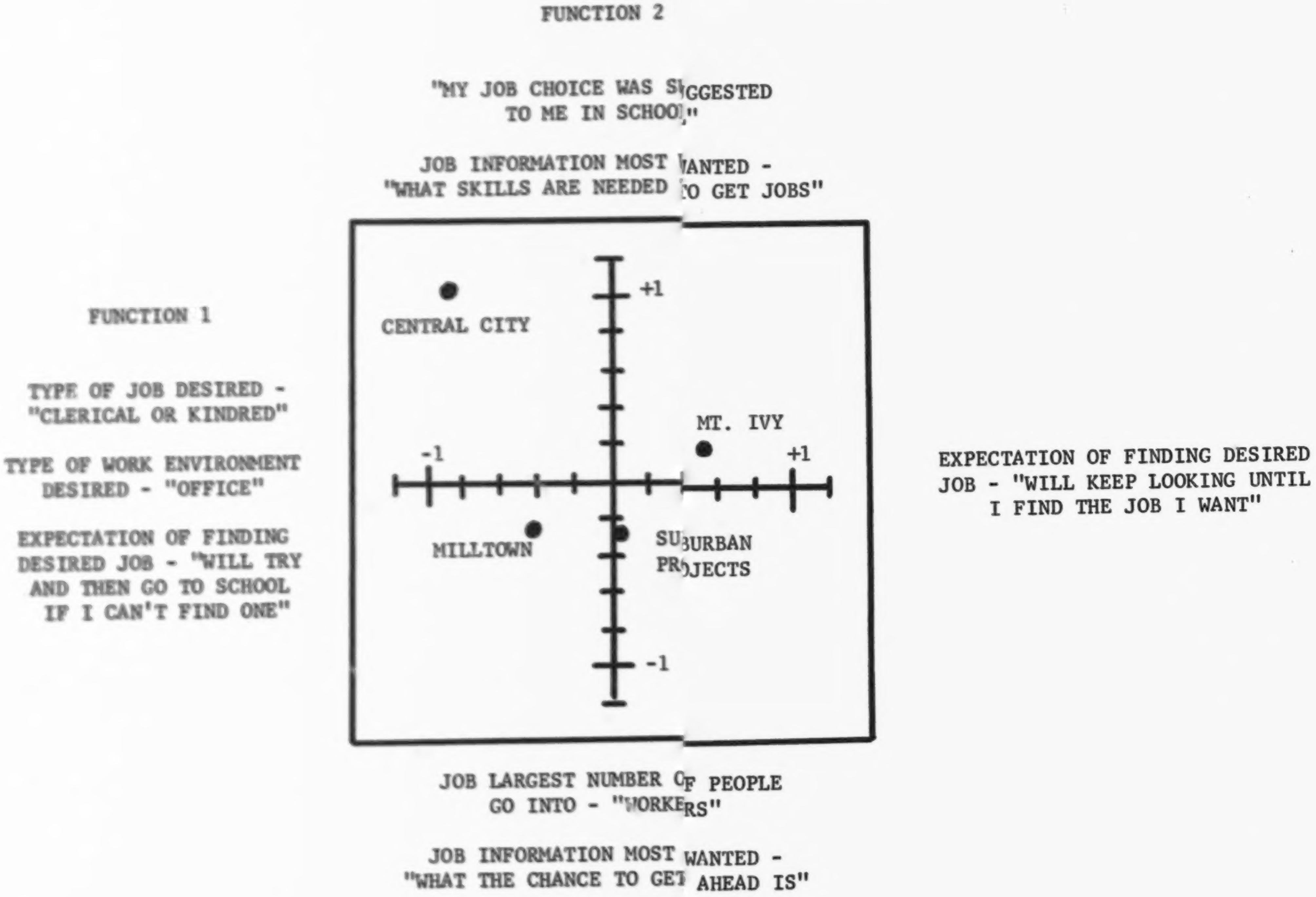

Fig. 5. Centroids of community setting groups in discriminant space showing similarities of groups by Work Scale item variables.

"what skills you need to get them" as job information wanted. The negative end of this dimension was defined by choice of the category "Workers" as job largest number of people go into and "what the chance to get ahead is" as the type of job information most wanted. The Central City group centroid was at the high positive end of this pole while the group centroids of the other three groups were near zero or slightly below. The dimension defined by this function seems to be an occupational awareness dimension with the Central City group at the "lack of occupational awareness" end.

An additional test as to whether or not the items predict membership in the groups was performed. Classification of members of the groups on the basis of the discriminant scores resulted in 54 percent hits (see Table 18). Most misclassifications resulted from the confusion of Central City with Milltown and Suburban Projects with Mt. Ivy and Milltown. Many misclassifications probably resulted from the small numbers in the Central City group.

TABLE 18

COMMUNITY SETTING GROUP MEMBERSHIP PREDICTED FROM OIS WORK SCALE DISCRIMINANT FUNCTION SCORES[a]

Predicted group membership	Actual Group Membership							
	Central City		Suburban Projects		Mt. Ivy		Milltown	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.
Central City	33	29	2	8	1	5	4	18
Suburban Projects	12	11	35	138	9	49	13	63
Mt. Ivy	18	16	34	135	69	355	25	120
Milltown	36	32	28	112	21	109	58	276
Number of students		88		393		518		477

[a] Percentage of hits (correct classifications): 54 percent.

A second discriminant analysis was carried out to determine the combination of items which best discriminated between groups formed on the basis of career plan and sex. Table 19 provides group means and "weights" for the item variables. The significance tests of canonical correlation were significant at less than the .0001 level for the first two discriminant functions.

The group centroids appeared to be organized along a people-hardware job preference dimension defined by the first discriminant function with the noncollege male group assigning more preference to jobs

TABLE 19

OIS WORK SCALE DISCRIMINANT ANALYSIS BY CAREER PLAN AND SEX

Questionnaire	Item	Response^{a}	Group Means and Grand Mean					Variate-canonical Variate Correlations	
			Career plan by sex						
			College male	College female	Non-college male	Non-college female	Total sample	Discriminant function 1	Discriminant function 2
A	D-14	1	.06	.02	.44	.05	.12	.427	.513
		2	.32	.54	.17	.59	.41	-.401	-.120
		3	.18	.18	.16	.23	.19	-.074	.012
		4	.22	.14	.07	.03	.13	.128	-.260
		5	.18	.08	.11	.06	.12	.139	-.092
A	D-15	1	.03	.00	.21	.01	.05	.322	.356
		2	.27	.12	.31	.07	.20	.313	.020
		3	.05	.21	.04	.17	.12	-.257	-.077
		4	.24	.43	.16	.23	.28	-.114	-.221
		5	.36	.21	.25	.47	.32	-.125	.065
A	D-16	1	.06	.05	.07	.01	.05	.110	-.020
		2	.24	.17	.23	.20	.21	.058	.015
		3	.03	.04	.05	.07	.04	-.073	.076
		4	.25	.37	.20	.30	.28	-.126	-.107
		5	.10	.04	.14	.07	.09	.126	.103
		6	.29	.28	.27	.30	.29	-.012	-.004
B	B-10	1	.05	.05	.03	.05	.05	-.036	-.031
		2	.13	.08	.16	.12	.12	.079	.079
		3	.06	.06	.07	.10	.07	-.058	.069
		4	.38	.55	.32	.42	.43	-.130	-.139
		5	.19	.12	.24	.22	.18	.045	.127
B	B-13	1	.04	.03	.19	.10	.08	.085	.302
		2	.49	.55	.25	.36	.44	-.062	-.306
		3	.20	.20	.17	.23	.20	-.062	-.008
		4	.05	.03	.09	.10	.06	-.016	.156
		5	.03	.01	.08	.09	.05	-.023	.206
		6	.03	.01	.10	.00	.03	.226	.159
		7	.07	.11	.05	.06	.07	-.032	-.097
B	C- 7	1	.18	.16	.31	.32	.23	-.029	.229
		2	.20	.18	.29	.32	.23	-.042	.174
		3	.05	.06	.16	.08	.08	.071	.190
		4	.54	.56	.19	.22	.42	.037	-.480
		5	.00	.00	.01	.01	.01	-.037	.057
B	C-10	1	.18	.09	.09	.06	.11	.114	-.126
		2	.28	.48	.34	.46	.38	-.181	.014
		3	.08	.06	.11	.09	.08	.037	.085
		4	.32	.19	.32	.26	.27	.113	.061
		5	.08	.13	.06	.09	.09	-.061	-.078
B	C-15	1	.25	.54	.22	.62	.40	-.440	-.015
		2	.47	.27	.44	.22	.36	.265	-.030
		3	.06	.04	.09	.05	.06	.074	.060
		4	.10	.06	.09	.06	.08	.071	-.011
		5	.09	.05	.10	.02	.07	.156	-.005
B	C-16	1	.17	.07	.07	.03	.10	.147	-.151
		2	.03	.05	.06	.08	.05	-.066	.082
		3	.24	.22	.25	.21	.23	.045	.010
		4	.21	.31	.32	.34	.28	-.083	.111
		5	.32	.32	.24	.30	.30	-.043	-.082
A	B- 1	2	.01	.00	.01	.00	.01	.087	-.002
		3	.17	.05	.08	.03	.09	.170	-.132
		4	.01	.11	.05	.64	.17	-.720	.417
		5	.01	.01	.32	.00	.07	.418	.507
		6	.00	.00	.00	.00	.00	.044	.057
		7	.00	.04	.07	.12	.05	-.162	.225
		8	.00	.00	.00	.00	.00	.021	-.029
		9	.00	.00	.09	.01	.02	.159	.282
		10	.14	.09	.14	.04	.11	.167	-.029
B	B- 1	1	.01	.00	.01	.00	.01	.056	.049
		2	.00	.00	.00	.00	.00	.021	-.029
		3	.01	.00	.01	.01	.01	.035	.042
		4	.04	.04	.10	.09	.06	-.018	.147
		5	.01	.00	.05	.00	.01	.169	.129
		6	.00	.00	.00	.00	.00	.050	-.001
		7	.02	.03	.05	.03	.03	.019	.075
		8	.16	.16	.19	.29	.19	-.117	.125
		9	.03	.00	.09	.00	.03	.220	.137
Number of students			483	425	281	287	1,476		

---

[a] See Appendix E for the Work Scale items.

using tools and equipment while the noncollege female group assigned considerably more preference to clerical jobs and the opportunity of meeting people (see Fig. 6).

The second discriminant function was defined at the positive end by two items, "would like to use tools and machines on job" and "would like craftsman or foreman type job." The negative pole was defined by the item "plan to go on to school" in response to immediacy of work plans. The noncollege groups fell at the high end of this dimension while the college groups fell at the low end. While the first function separated the males from the females, the second function served primarily to differentiate the noncollege groups from the college groups.

Using the coefficients derived for the two discriminant functions the subjects were classified according to their discriminant scores. Fifty-four percent of the sample was correctly classified (see Table 20). Most misclassifications resulted from the confusion of the Central City group with the Milltown group and the Suburban Projects group with the Mt. Ivy and the Milltown group.

TABLE 20

CAREER PLAN GROUP MEMBERSHIP PREDICTED FROM OIS WORK SCALE DISCRIMINANT FUNCTION SCORES[a]

Predicted group membership	Actual Group Membership							
	College male		College female		Noncollege male		Noncollege female	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.
College male	74	357	25	106	27	75	6	17
College female	21	103	61	260	5	13	17	49
Noncollege male	4	17	1	4	60	169	2	7
Noncollege female	1	6	13	55	9	24	75	214
Number of students		483		425		281		287

[a] Percentage of hits (correct classifications): 68 percent.

In summary, the four groups formed on the basis of career plan and sex differed significantly in their responses to the Work Scale items. The first discriminant function defined job and job activities preference dimension with the positive end assigning importance to craft jobs and job activities and the negative end emphasizing clerical jobs and

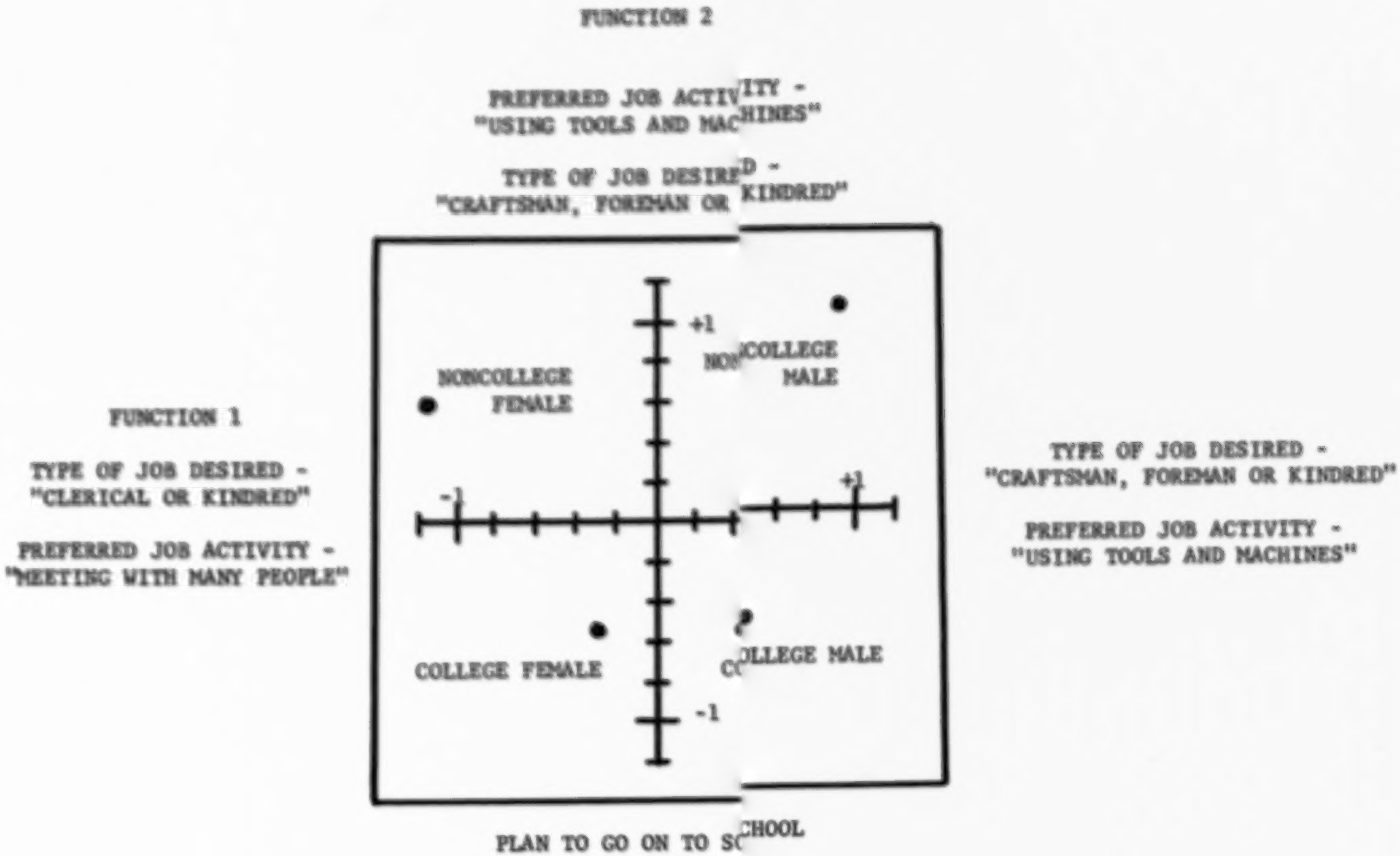

Fig. 6. Centroids of career plan by sex groups in discriminant space showing similarities of groups by Work Scale item variables.

job activities. The second function defined an immediacy of work plans dimension. Fifty-four percent of the group was correctly classified.

(2) Cross-tabulation of Work Scale items

The separate Work Scale items that differentiated the groups in the preceeding discriminant analyses have been considered individually and are reported below.

Occupational Preference

Students were asked the question, "What kind of job would you like to get when you finish school?" Instructed to write the job type in the space provided, the students were allowed an open-ended response to this item. The jobs were categorized according to U.S. Census classification, and Table 21 shows the response pattern of all male students on the left side, and students (of both sexes) planning on college compared with those not planning on college on the right side of the table.

TABLE 21

JOBS STUDENTS WOULD LIKE WHEN THEY FINISH SCHOOL BY SEX AND BY CAREER PLAN

Occupational classification	Sex		Career Plan	
	Male	Female	College	Noncollege
	Percentage distribution			
Professional	56.1	51.6	75.6	20.2
Managers, officials, and proprietors	15.6	4.6	12.8	5.8
Clerical	3.0	34.0	6.2	37.5
Craftsmen and semi-skilled	14.7	0.0	1.1	17.7
Service workers	3.1	7.1	1.6	10.6
Unskilled laborers	3.7	0.0	0.1	5.7
Miscellaneous	3.7	2.7	2.6	2.5
Total	99.9	100.0	100.0	100.0
Number of students	674	676	720	530

Occupational choice differed a great deal by sex, although about equal numbers chose professional jobs (56.1 percent and 51.6 percent). The greatest differences by sex occurred among males choosing managerial and office occupations (15.6 percent males compared with 4.6 percent females) and among the large number of girls who chose clerical occupations (34 percent females compared with three percent males). There were also more males who chose skilled and semi-skilled jobs and more females who chose service occupations. Many of the sex differences in occupational choice appear to be the result of long-term traditions.

It should also be mentioned here that within major occupational categories, such as professional, clerical, etc., there were also numerous differences by sex. These differences are reported in Tables 22 and 23.

Much greater differences, by far, appear in Table 21 in relation to whether or not the student intended to go on to college, regardless of his sex. Considering that most of the professional occupations require college or some equivalent, the choices of professional jobs by 75.6 percent of the college group as opposed to 20.2 percent of the noncollege group, seemed somewhat in line with reality. These differences are even more meaningful when both of these major subgroups were broken down in relation to sex difference, as shown in Tables 22 and 23.

Comparison of these two tables shows that college bound girls had a greater preference for professional jobs than the other subgroups. Elementary school teacher was the most frequently chosen profession in this group, with 38.3 percent of all college girls electing this choice. The next most frequently chosen job among college bound girls, however, was that of secretary, for which college training is not necessarily required; 8.1 percent chose this occupation in preference to one of the professions such as law or medicine. The years of graduate study required for most professional jobs probably helps account for the popularity of elementary education as a career.

For the male college bound group the choices were quite different. Engineering, medicine, and law were more frequently chosen as professions, while only a few chose any type of clerical work. In this group, 19.6 percent chose some form of higher level entry into business professions, in comparison with only 5.5 percent for the college bound women.

There are also indications of the future labor market in the kinds of job choices which 12th graders are making, however. Projections about the future by Dr. Ewan Clague, Commissioner of Labor Statistics for the U.S. Department of Labor, suggest that job opportunities will increase most rapidly in those occupations requiring the most education and training.[14] The significance of this projection for 12th graders about to enter the labor market either immediately or within four or five years can best be studied by comparing the present and future occupational breakdowns with the choices made by the 12th graders in the present sample. Table 24 shows the occupational choices of the college and noncollege subgroups in the sample, the occupational distribution of the U.S. population, and the projected changes in the occupational distribution pattern by the year 1970, as taken from the Bureau of Labor Statistics summaries, 1964.

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[14] Ewan Clague, "Demographic Trends and Their Significance," The Changing American Population, ed. Hoke S. Simpson (New York: Institute of Life Ins., 1962), p. 19.

TABLE 22

JOBS MALE STUDENTS WOULD LIKE WHEN THEY FINISH SCHOOL BY CAREER PLAN

Occupational classification	Career Plan College	Career Plan Noncollege
	Percentage distribution	
Professional	74.0	25.4
Physician	7.6	0.4
Nurse	0.2	0.0
Scientist	7.6	0.4
Mathematician	5.2	1.2
Architect	2.4	0.8
Artist	1.2	1.2
Engineer	15.1	1.9
Judge, lawyer	5.4	0.9
Draftsman	0.9	9.6
Grade school teacher	13.9	0.0
Technician	4.7	8.4
Other	9.7	1.9
Managers, officials, and proprietors	19.6	8.8
Clerical	1.2	6.0
Craftsmen and semi-skilled	1.4	37.0
Brick mason, carpenter, construction worker	0.9	5.9
Electrician	0.2	6.8
Machinist, mechanic	0.2	20.7
Other	0.0	3.6
Service workers	0.5	7.6
Unskilled laborers	0.0	10.0
Miscellaneous	3.3	11.8
Number of students	423	251

TABLE 23

JOBS FEMALE STUDENTS WOULD LIKE WHEN THEY FINISH SCHOOL BY CAREER PLAN

Occupational classification	Career Plan	
	College	Noncollege
	Percentage distribution	
Professional	77.3	15.1
Nurse	6.8	3.9
Grade school teacher	38.3	0.3
Artist	4.0	4.6
Technician	6.0	3.6
Other	22.1	2.5
Managers, officials, and proprietors	5.5	3.2
Clerical	11.6	65.9
Secretary	8.1	31.9
Clerk	0.5	4.6
Stenographer	1.0	10.4
Data processing	1.0	5.0
Other	1.0	13.9
Service workers	2.8	13.3
Beautician	0.0	7.5
Stewardess	2.0	1.8
Aid, practical nurse	0.8	2.5
Other	0.0	1.4
Miscellaneous	2.8	2.5
Number of students	397	279

Though the jobs which students chose tend to be "top heavy" in terms of the present job market in the U.S., these jobs are also expected to have the greatest growth rates during the 70's. There are also many jobs which are given heavy growth projections but which are not chosen to any great extent, such as craftsman, skilled laborer, and service workers. Though these jobs will doubtlessly demand increasingly higher skill and training levels with newer technologies, and though compensation for them will probably continue to rise, the lower prestige of the blue-collar jobs apparently make them less desirable in an upwardly-mobile society. Though clerical jobs frequently are more poorly compensated, 37.5 percent of the noncollege groups

TABLE 24

STUDENTS' OCCUPATIONAL CHOICE BY CAREER PLAN COMPARED WITH ACTUAL OCCUPATIONAL DISTRIBUTION AND PROJECTED INCREASE

Occupational classification	Career Plan College	Career Plan Noncollege	Actual occupational distribution 1964[a]	Projected increase 1970[a]
	Percentage distribution		Percent	Percent
Professional	75.6	20.2	10.9	40
Managers, officials, and proprietors	12.8	5.8	10.3	22
Clerical	6.2	37.5	15.2	25
Craftsmen and semi-skilled	1.1	17.7	31.0	20
Service workers	1.6	10.6	9.8	23
Unskilled laborers	0.1	5.7	6.1	0
Miscellaneous	2.6	2.5	0.0	0
Total	100.0	100.0		
Number of students	674	676		

[a] Source for these two columns: Luman H. Long (ed.), The World Almanac 1965 (New York: Newspaper Enterprise Association, Inc., 1965), p. 283.

chose these occupations in preference to skilled (17.7 percent) and service (10.6 percent) occupations.

Job Activity Preferred

The additional information gathered on the 12th grade sample concerning occupational preferences originated from items on activities preferred on the job, preferred work surroundings, and the characteristics of certain jobs which are preferred.

Response to the question, "What type of activity would you like best on your job?" varied greatly by all groups which were cross-tabulated. The variance of the percentage distributions among the five alternative choices for the item was so great that a different method of statistical analysis was employed for this item.[15] The following groups are listed in the order of magnitude of the differences between the two groups compared, with the groups who showed the greatest differences at the top of the list.

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[15] The X^2 test was used for this statistical analysis. All subgroup pairs shown were found to be significantly differentiated at $P < .01$.

Subgroups Compared	Two Activities Showing Greatest Difference
All males vs. all females	Using tools and machines (males) Meeting with many people (females)
Noncollege males vs. females	Using tools and machines (males) Meeting with many people (females)
College vs. noncollege	Using tools and machines (noncollege) Planning own activities (college)
College males vs. noncollege males	Using tools and machines (noncollege males Planning own activities (college males)
College males vs. college females	Meeting with many people (college females) Being physically active (college males)

Although it was expected that sex would be a significant factor in differentiating among preferred activities, it seems a more interesting finding that noncollege males and females were more sharply divided on likes and dislikes than the group of males and females who were planning to go on to college (see Table 25). Thus, the factor of career plan (college/noncollege)

TABLE 25

TYPE OF JOB ACTIVITY STUDENTS PREFER BY CAREER PLAN AND SEX

	Career Plan By Sex			
	College		Noncollege	
Job activity	Male	Female	Male	Female
	Percentage distribution			
Using tools and machines	6.6	1.9	45.5	4.5
Meeing with many people	33.3	56.3	17.9	61.0
Having things to do all the time	18.6	18.9	17.9	23.8
Planning my own activities	22.6	14.6	6.9	3.1
Being physically active	18.8	8.3	11.7	7.6
Total	99.9	100.0	99.9	100.0
Number of students	468	412	290	290

was second to sex difference in its relationship to the kinds of activities which were preferred on the job. This finding differed from that of actual

TABLE 26

TYPE OF JOB ACTIVITY STUDENTS PREFER BY COMMUNITY SETTING AND SEX

	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
Job activity	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
Using tools and machines	40.0	14.0	24.6	1.6	19.4	3.5	16.8	2.1
Meeting with many people	26.7	58.1	28.0	59.6	23.3	51.2	32.5	62.0
Having things to do all the time	13.3	18.6	19.4	25.3	22.3	24.4	12.7	14.5
Planning my own activities	8.9	2.3	15.1	7.8	15.5	11.6	21.8	12.0
Being physically active	11.1	7.0	12.9	5.7	19.4	9.3	16.2	9.5
Total	100.0	100.0	100.0	100.0	99.9	100.0	100.0	100.1
Number of students	45	43	232	245	283	172	197	242

occupation preferred, where college plans were more important for separating subgroups than sex difference. College males and females were quite similar in their mutual disdain for using tools and machinery as their major job activity. The major areas of difference between these students were a somewhat greater preference among females for "meeting people," and a somewhat greater preference among males for "being physically active" on the job.

It is also quite interesting, though of less statistical significance, that college bound students, particularly the males, preferred to "plan their own activities" to a much greater extent than those students not planning to go on to college.

Comparisons by community setting, though they showed some differences, did not seem to warrant extensive statistical analysis. The only exceptions were that significantly more Central City males and females preferred "using tools and machines" and that significantly more Milltown and Suburban Projects girls preferred "having things to do all the time" (see Table 26).

Job Surroundings Preferred

Answers to the question, "Which describes the surroundings in which you would like to work?" revealed significant differences by career plan and sex (see Table 27). Analysis based on separate cross-

TABLE 27

WORK ENVIRONMENT PREFERRED BY STUDENTS BY CAREER PLAN AND SEX

	Career Plan by Sex			
	College		Noncollege	
Work environment	Male	Female	Male	Female
	Percentage distribution			
Factory, mill or warehouse	3.2	.2	21.0	1.0
Being outdoors	28.2	12.6	32.0	8.0
Working in a hospital or store	5.2	22.0	4.1	18.2
Visiting new places	25.6	44.0	16.8	24.8
Working in an office	37.7	21.3	26.1	47.9
Total	99.9	100.1	100.0	99.9
Number of student	464	414	291	286

comparisons showed the following groups to be different from one another with those of greatest difference at the top of the list:

Subgroups Compared	Surroundings with Greatest Differences
Total males vs. total females	Factory, mill, warehouse (males) Outdoors (males) Hospital, store (females)
Noncollege females vs. college females	Office (noncollege females) Visiting new places (college females)
Noncollege total vs. college total	Factory, mill, warehouse (noncollege total) Visiting new places (college total)
Noncollege males vs. college males	Factory, mill, warehouse (noncollege males) Office (college males)

It can be seen from the above list that in the area of job surrounding preferred as well as activities preferred on the job, males and females were the most widely disparate subgroups, with the noncollege group providing the greatest disparity between the sexes. In fact, the preference of college bound students, seen as a total group, was much closer to female preferences than male preferences. Considering only the two female subgroups, the college compared with the noncollege group, there were greater differences in preferences about surroundings than preferences about activities on the job.

Comparisons by community setting showed few differences (see Table 28). The only exceptions were that significantly more Central City students preferred working in an office and, to a lesser extent, working in a factory, mill, or a warehouse; significantly fewer students preferred being outdoors.

Actual Sources of Job Information

How do students about to leave high school actually obtain information about available jobs? How do they begin the process of job-hunting? How do students perceive this job-hunting process and its various components? To answer some of these questions in relation to the subpopulations the student was asked: "Why did you pick this job as the one you wanted?" ("This job" refers to the job they expect to obtain right after graduation.) Table 29 indicates the distribution of percentage-responses by college and noncollege groups.

It was found that male-female differences were more pronounced on this item. Approximately 50 percent of both career plan groups said that they "have always wanted" this particular job, which indicated a certain long-range time perspective for job choice among these students. College bound girls, in particular, seemed to have had these long-range job choices. Pay and working conditions appeared to be most important for the noncollege male--an understandably practical point of view for this group.

TABLE 28

WORK ENVIRONMENT PREFERRED BY STUDENTS BY COMMUNITY SETTING AND SEX

Work environment	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
Factory, mill or warehouse	21.7	2.3	11.6	0.8	8.2	0.6	8.2	0.0
Being outdoors	10.9	2.3	25.9	7.3	35.9	12.4	29.7	14.5
Working in a hospital or store	6.5	23.3	4.7	21.2	4.3	17.6	4.6	21.1
Visiting new places	19.6	18.6	18.5	29.8	21.7	33.5	28.2	47.5
Working in an office	41.3	53.5	39.2	40.8	29.9	35.9	29.2	16.9
Total	100.0	100.0	99.9	99.9	100.0	100.0	99.9	100.0
Number of students	46	43	232	245	281	170	195	242

Few students said that their job-information sources were either school or reading material; more important was the source of "someone I know does this work."

TABLE 29

INFORMATION SOURCES FOR JOBS STUDENTS WANT BY CAREER PLAN AND SEX

Information sources	Career Plan by Sex			
	College		Noncollege	
	Male	Female	Male	Female
	Percentage distribution			
I read about it somewhere	5.8	6.0	4.0	5.8
Someone I know does this work	16.5	9.0	20.5	13.1
It was suggested to me in school	6.8	6.8	8.4	10.5
I always wanted this job	47.3	64.4	39.0	47.3
The pay and working conditions are very good	23.5	13.7	28.1	23.3
Total	99.9	99.9	100.0	100.0
Number of students	395	365	249	275

Table 30 shows the variations in responses to the question regarding information sources for job chosen among the four community settings. A higher percentage of Central City college bound boys reported being influenced by this personal interaction with someone who has the job. It was also found that a higher percentage of noncollege Central City students gave "school" as the information source.

Job Information Wanted by Students

Some of the most revealing findings about the needs of students in the area of job information were in answer to the question, "What would you like to know most about different jobs?" The overwhelming majority of the sample wanted only two pieces of information:

What skills do you need to get them? -- 40 percent
What are the chances of getting ahead? -- 29 percent

There were differences of opinion between subgroups on this question, though the general pattern of answers agreed with the total sample on the importance of "skills" and "chances to get ahead" as needed information. Table 31 shows the distribution of responses between the two subgroups of college and noncollege.

College bound females represent the group most interested in job-skill information. Males, college bound in particular, were more interested in information relating to chances of getting ahead on the job; males also tended to show more interest in what a job pays.

TABLE 30

INFORMATION SOURCES FOR JOBS STUDENTS WANT BY CAREER PLAN, COMMUNITY SETTING, AND SEX

	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
Information sources	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
College								
I read about it somewhere	0.0	6.3	0.9	5.6	7.5	9.8	8.8	4.4
Someone I know does this work	38.5	6.3	9.2	10.2	22.0	3.7	13.2	11.3
It was suggested to me in school	15.4	18.8	10.1	2.8	3.1	11.0	7.9	6.3
I always wanted this job	30.8	50.0	55.0	64.8	41.5	64.6	50.0	65.4
The pay and working conditions are very good	15.4	18.8	24.8	16.7	25.8	11.0	20.2	12.6
Total	100.1	100.2	100.0	100.1	99.9	100.1	100.1	100.0
Number of students	13	16	109	108	159	82	114	159
Noncollege								
I read about it somewhere	3.7	0.0	3.3	2.5	6.0	13.3	2.2	5.8
Someone I know does this work	14.8	0.0	19.6	13.1	23.8	16.0	19.6	15.4
It was suggested to me in school	25.9	26.9	3.3	11.5	8.3	5.3	8.7	7.7
I always wanted this job	37.0	46.2	42.4	49.2	34.5	40.0	41.3	53.8
The pay and working conditions are very good	18.5	26.9	31.5	23.8	27.4	25.3	28.3	17.3
Total	99.9	100.0	100.1	100.1	100.0	99.9	100.1	100.0
Number of students	27	26	92	122	84	75	46	52

TABLE 31

TYPE OF JOB INFORMATION STUDENTS WANT BY CAREER PLAN AND SEX

Job information	Career Plan by Sex			
	College		Noncollege	
	Male	Female	Male	Female
	Percentage distribution			
How much is the pay	18.5	9.9	11.8	6.3
What skills you need to get them	30.1	50.6	35.5	47.0
How much chance there is of getting one	8.5	6.2	12.9	9.4
What the chances to get ahead are	34.0	19.8	33.7	27.5
How you go about getting them	8.9	13.6	6.1	9.8
Total	100.0	100.1	100.0	100.0
Number of students	459	405	297	287

Table 32 presents the distribution of responses by community setting and sex. This table reveals that Central City males differ from males in other community settings in their preference for information concerning job skills and their relative lack of interest in information on getting ahead. Milltown females seemed much more interested than other females in getting additional information about chances for job upgrading, while Milltown males were the subgroup most interested in pay and salary information.

Certainty of Obtaining Job Wanted

Answers to the question, "How certain are you that you will get the job you want?" revealed significant differences by community setting (see Table 33). Analysis based on separate cross-comparisons showed that Central City students placed considerably more importance on "I will try and then go to school if I can't find one" or "I will accept any job that I can do," and considerably less importance on "I will keep looking until I find the job I want."

Comparisons by career plan and sex showed few differences (see Table 34). The only exceptions were that significantly more college students chose "I will keep looking until I find the job I want."

TABLE 32

TYPE OF JOB INFORMATION STUDENTS WANT BY COMMUNITY SETTING AND SEX

Job information	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
How much the pay is	8.7	11.6	16.8	8.1	16.4	9.5	16.2	7.3
What skills you need to get them	71.7	46.5	34.1	48.6	27.3	43.5	27.0	54.3
How much chance there is of getting one	6.5	11.6	9.9	5.3	10.2	9.5	11.4	7.7
What the chance is to get ahead	13.0	18.6	32.3	28.3	37.5	20.8	35.7	19.7
How you go about getting them	0.0	11.6	6.9	9.7	8.7	16.7	9.7	11.1
Total	99.9	99.9	100.0	100.0	100.1	100.0	100.0	100.1
Number of students	46	43	232	247	275	168	185	234

TABLE 33

CERTAINTY OF OBTAINING JOB WANTED BY COMMUNITY SETTING AND SEX

Job certainty	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
I have been hired already	11.1	14.0	10.7	5.8	13.6	6.1	7.3	4.8
I will keep looking until I find the job I want	24.4	20.9	37.9	43.4	43.6	47.9	55.5	65.7
I will try but I will accept a similar job	17.8	27.9	20.1	22.7	19.8	28.5	21.5	17.8
I will accept any job that I can do	11.1	23.3	8.4	7.0	5.5	5.5	6.3	3.0
I will try and then go to school if I can't find one	13.3	9.3	8.9	8.3	3.7	2.4	1.6	1.3
I will look for awhile and then go into the military service	8.9	0.0	7.5	0.4	7.0	0.6	3.7	0.4
I will move to another city where I can find the job	13.3	4.7	6.5	12.4	7.0	9.1	4.2	7.0
Total	99.9	100.1	100.0	100.0	100.2	100.2	100.1	100.0
Number of students	45	43	214	242	273	165	191	230

TABLE 34

CERTAINTY OF OBTAINING JOB WANTED BY CAREER PLAN AND SEX

	Career Plan by Sex			
	College		Noncollege	
Job certainty	Male	Female	Male	Female
	Percentage distribution			
I have been hired already	4.7	2.8	20.7	10.5
I will keep looking until I find the job I want	54.0	58.7	27.9	39.3
I will try but I will accept a similar job	22.1	21.3	17.1	24.9
I will accept any job that I can do	5.2	3.3	9.6	10.5
I will try and then go to school if I can't find one	3.2	1.3	8.6	9.1
I will look for awhile and then go into the military service	3.4	0.8	11.1	0.0
I will move to another city where I can find a job	7.4	11.9	5.0	5.6
Total	100.0	100.1	100.0	99.9
Number of students	443	395	280	285

c. Education Scale

(1) Discriminant analysis of Education Scale items

The purpose of these sets of analyses were to determine what combination of items important to perceptions of education would differentiate between various subgroups of the 12th grade students surveyed. As in the preceding analyses, the groups investigated were formed on the basis of community setting, career plan, and sex. Subjects were divided on the basis of community setting for the first analysis. The significance tests of canonical correlation were significant at less than the .0001 level for the first two discriminant functions, rejecting the hypothesis that the groups occupy the same area in discriminant space. Table 35 provides group means and "weights" for the item variables.

The items with the highest positive coefficients on the first function were "satisfied with what I did in school in preparation for a job," "will go to school to broaden knowledge after having worked for a while," and "general-academic" as high school program chosen. High negative coefficients were displayed by the items "school counselor most helpful

TABLE 35

OIS EDUCATION SCALE DISCRIMINANT ANALYSIS BY COMMUNITY SETTING AND SEX

Questionnaire	Item	Response[a]	Group Means and Grand Mean: Community setting by sex: Central City	Suburban Projects	Mount Ivy	Milltown	Total sample	Variate-canonical Variate Correlations: Discriminant function 1	Discriminant function 2
B	C- 1	1	.31	.37	.45	.27	.36	.315	.258
		2	.34	.19	.25	.36	.28	-.237	-.332
		3	.23	.12	.08	.23	.15	-.415	-.313
		4	.01	.07	.05	.05	.05	.088	.006
		5	.08	.20	.14	.08	.13	.194	.297
B	C-11	1	.02	.02	.04	.05	.03	-.023	-.220
		2	.01	.07	.06	.08	.07	.037	-.200
		3	.39	.44	.38	.46	.42	-.101	-.153
		4	.12	.16	.27	.14	.19	.313	.063
		5	.43	.26	.19	.26	.24	-.288	.232
B	C-12	1	.03	.03	.03	.03	.03	.005	.002
		2	.20	.12	.14	.20	.16	-.165	-.165
		3	.17	.33	.25	.25	.27	.091	.025
		4	.57	.48	.50	.52	.51	-.071	-.005
B	C-13	1	.53	.48	.39	.49	.46	-.211	-.010
		2	.07	.06	.03	.07	.05	-.150	-.079
		3	.16	.07	.04	.06	.06	-.202	.260
		4	.07	.05	.02	.06	.05	-.197	-.054
		5	.12	.27	.39	.27	.30	.342	-.137
		6	.03	.03	.07	.03	.04	.142	.041
B	C-14	1	.24	.43	.52	.49	.47	.225	-.370
		2	.44	.12	.07	.13	.12	-.504	.523
		3	.16	.06	.04	.09	.07	-.306	.021
		4	.01	.01	.01	.01	.01	-.001	.015
		5	.08	.09	.08	.07	.08	.032	.098
		6	.03	.10	.07	.08	.08	.049	-.055
		7	.02	.12	.13	.12	.12	.152	-.146
Number of students			88	393	518	477	1,476		

[a] See Appendix E for the Education Scale items.

in discussing plans for after high school," and "Commercial or Business" as high school program chosen. The group centroid placed Mt. Ivy at the positive end of the dimension with the Suburban Projects and Milltown group centroids falling near and slightly below the zero point on the scale and the Central City group centroid having a high negative value (see Fig. 7). The dimension defined by this first discriminant function appeared primarily to differentiate the Central City group, and to a lesser extent, the Milltown group from the other two groups. The distinctions made reflect some differences in how students value education.

For the second discriminant function, the positive pole of this dimension was defined by the item response indicating "school counselor" as most helpful in discussing plans for after high school. The negative pole was defined by the item response indicating "member of family" as the chief source of guidance. The Central City group fell at the positive end of this dimension while the other three groups clustered around the zero point or slightly below. This function appeared to define a source of guidance dimension with the Central City group placing more importance on their school counselor as a source of help for future planning while the other groups placed more importance upon family members.

As in the preceding analyses, an additional test as to whether or not the items would predict membership in the groups was performed. Classification of members of the group on the basis of the discriminant scores resulted in 49 percent hits. Again, most misclassification resulted from the confusion of Central City with Milltown and Suburban Projects with Mt. Ivy and Milltown (see Table 36).

TABLE 36

COMMUNITY SETTING GROUP MEMBERSHIP PREDICTED FROM OIS EDUCATION SCALE DISCRIMINANT FUNCTION SCORES[a]

Predicted group membership	Actual Group Membership							
	Central City		Suburban Projects		Mt. Ivy		Milltown	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.
Central City	34	30	5	18	3	18	7	32
Suburban Projects	12	11	29	114	12	61	13	63
Mt. Ivy	15	13	37	144	61	316	24	115
Milltown	39	34	30	117	24	123	56	267
Number of students		88		393		518		477

[a] Percentage of hits (correct classifications): 49 percent.

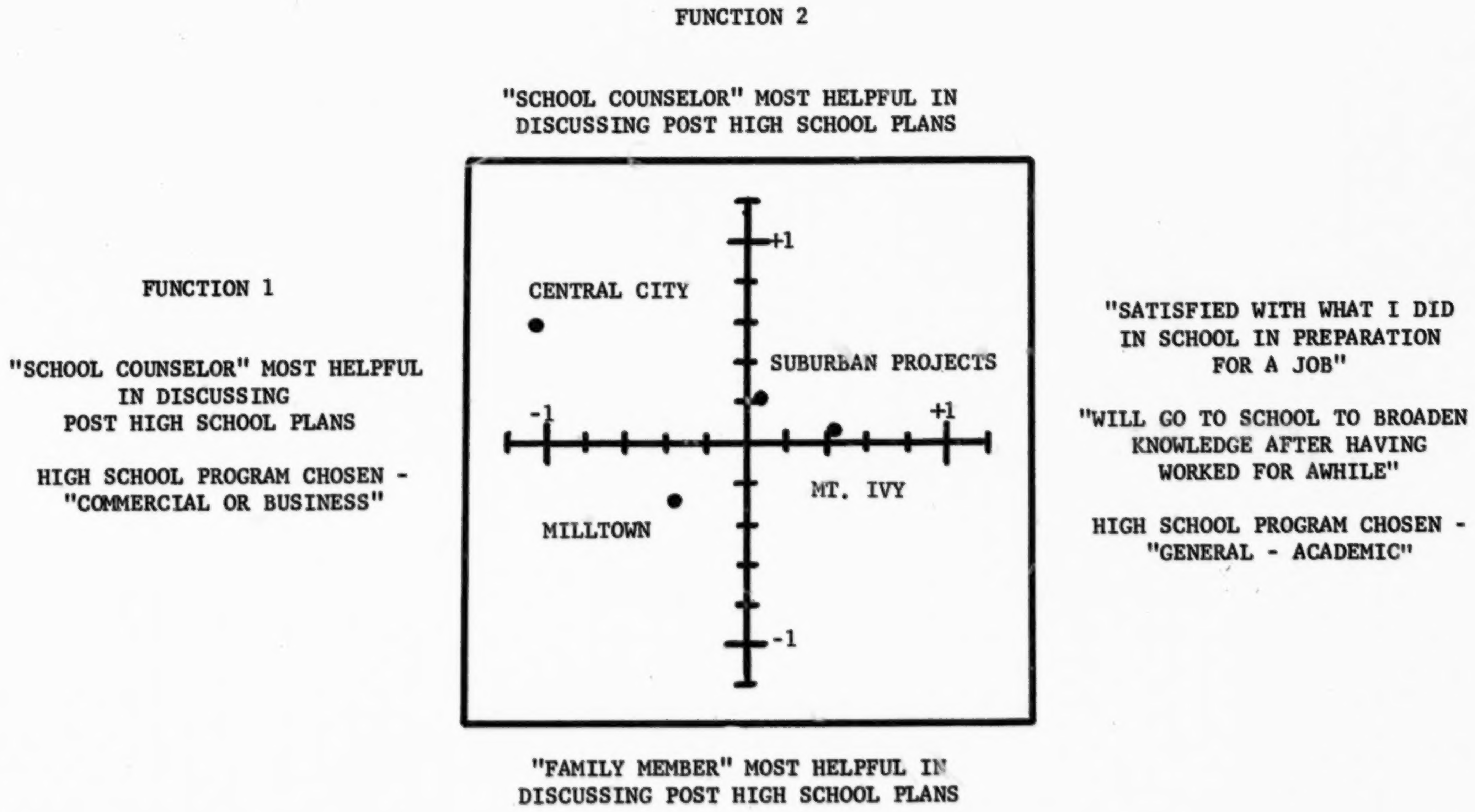

Fig. 7. Centroids of community setting groups in discriminant space showing similarity of groups by Education Scale item variables.

To summarize, the four groups formed on the basis of community setting differed significantly in their responses to the Education Scale items. The first function defined a pragmatic versus academic perception of education dimension. The second function defined a source of guidance dimension. Classification of students according to discriminant function scores resulted in 49 percent hits.

A second discriminant analysis was carried out between groups formed on the basis of career plan and sex. The significance tests of canonical correlation for the four groups on the first two discriminant functions were significant at less than the .0001 level. Table 37 provides group means and "weights" for the item variables.

The item with the highest positive coefficient was "Science" as choice of high school program. The highest negative coefficient was associated with the item "Commercial or Business" as choice of high school program. When these weights were applied to the item scores of the two groups, college groups were at the high end of the function, the noncollege male group slightly below the zero point and the noncollege female group at the low end. This function served primarily to differentiate the noncollege female from the other three groups; the noncollege female placing emphasis on "Commercial or Business" programs as high school choice with the other three groups placing more emphasis on "Science" (see Fig. 8).

On the second discriminant function the positive pole was defined by "Commercial or Business" as the high school programs chosen and the negative end of the pole by "Vocational" as the high school program chosen. This second function served primarily to differentiate the noncollege male from the other three groups; the noncollege male placing considerably more importance on "Vocational" as a choice of high school program.

In summary, it may be seen that the noncollege male group emphasized vocational technical training while the noncollege female group emphasized commercial or business training in their choice of a high school program. The college male and female groups were primarily differentiated based on their choice of scientific training. It is interesting to note that there was no significant difference among the groups in their choice of an academic-general program.

Again, the groups were classified on the basis of their discriminant scores. As shown in Table 38, this classification resulted in 52 percent hits. Most misclassifications resulted from the confusion of the noncollege male with the college male and the college female group.

TABLE 37

OIS EDUCATION SCALE DISCRIMINANT ANALYSIS BY CAREER PLAN AND SEX

Questionnaire	Item	Response[a]	Group Means and Grand Mean					Variate-canonical Variate Correlations	
			Career plan by sex						
			College male	College female	Non-college male	Non-college female	Total sample	Discriminant function 1	Discriminant function 2
B	C- 1	1	.28	.42	.49	.28	.36	.039	-.382
		2	.46	.30	.11	.10	.28	.539	.371
		3	.06	.06	.07	.49	.15	-.837	.441
		4	.02	.05	.16	.01	.05	-.032	-.600
		5	.15	.16	.11	.09	.13	.137	.042
B	C-11	1	.03	.01	.07	.05	.03	-.134	-.173
		2	.05	.05	.09	.11	.07	-.181	-.037
		3	.48	.35	.42	.46	.42	-.014	.053
		4	.18	.28	.12	.15	.19	.162	.156
		5	.23	.26	.26	.23	.24	.024	-.047
B	C-12	1	.02	.02	.05	.03	.03	-.051	-.125
		2	.12	.12	.18	.25	.16	-.255	-.003
		3	.30	.24	.29	.22	.27	.085	-.060
		4	.52	.57	.43	.46	.51	.124	.127
B	C-13	1	.53	.35	.46	.48	.46	-.029	.036
		2	.03	.05	.09	.07	.05	-.112	-.166
		3	.02	.04	.14	.12	.06	-.259	-.302
		4	.03	.05	.05	.06	.05	-.083	.007
		5	.31	.45	.13	.22	.30	.273	.335
		6	.04	.04	.06	.05	.04	-.031	-.071
B	C-14	1	.48	.53	.37	.44	.47	.113	.194
		2	.13	.10	.15	.13	.12	-.029	-.075
		3	.06	.08	.05	.09	.07	-.056	.082
		4	.01	.01	.00	.01	.01	-.028	.078
		5	.07	.08	.09	.08	.08	-.011	-.047
		6	.08	.07	.08	.08	.08	-.014	-.000
		7	.10	.09	.17	.14	.12	-.124	-.164
Number of students			483	425	281	287	1,476		

[a] See Appendix E for the Education Scale items.

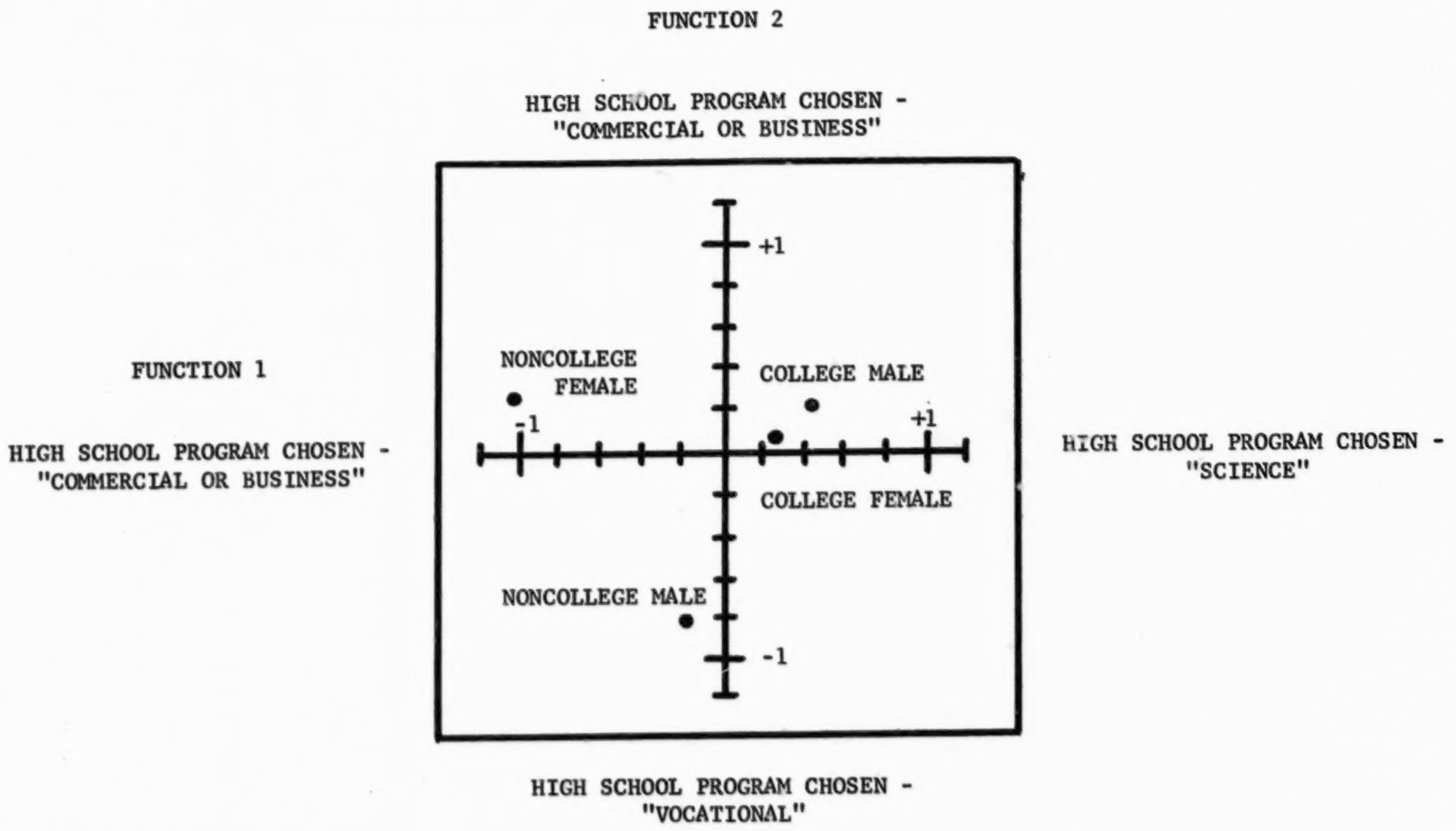

Fig. 8. Centroids of career plan by sex groups in discriminant space showing similarity of groups by Education Scale item variables.

TABLE 38

CAREER PLAN GROUP MEMBERSHIP PREDICTED FROM OIS EDUCATION SCALE DISCRIMINANT FUNCTION SCORES[a]

Predicted group membership	Actual Group Membership							
	College male		College female		Noncollege male		Noncollege female	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.
College male	60	290	31	133	25	71	18	53
College female	26	127	50	211	23	66	15	42
Noncollege male	8	38	13	54	43	122	17	48
Noncollege female	6	28	6	27	8	22	50	144
Number of students		483		425		281		287

[a] Percentage of hits (correct classifications): 52 percent.

(2) Cross-tabulation of Education Scale items

Included on the OIS questionnaire were several items which asked for information about the students' present status in school. The program in which the student had been enrolled and the nature of the counseling help which he was currently receiving were part of this general area of questioning. Attitudes toward further education were also questioned.

Here again, the cross-tabulation analysis of items that differentiated the groups on the basis of discriminant analysis is discussed and reported below.

High School Program Chosen

In answer to a question concerning the program they were taking in high school, about 75 percent of those students planning to attend college said "general academic" or "science" courses, while about 50 percent of the noncollege group fell into this category. Sixty-three percent of the males in the noncollege group, however, were taking what could be considered college preparatory courses compared with about 40 percent of the females. No immediate attempt was made to examine, evaluate, or compare the various curricular offerings at the schools surveyed. Table 39 presents the percentage distribution compared by college plans.

TABLE 39

HIGH SCHOOL PROGRAM BY CAREER PLAN AND SEX

High school program	Career Plan by Sex College Male	 College Female	 Noncollege Male	 Noncollege Female
	Percentage distribution			
General - academic	28.7	42.5	51.2	29.4
Science	48.4	30.4	12.5	10.1
Commercial or business	5.8	6.4	8.0	50.0
Vocational	1.7	4.8	16.4	1.7
Distributive education	15.4	15.9	11.8	8.8
Total	100.0	100.0	99.9	100.0
Number of students	467	421	287	296

A similar question asked on the Project TALENT questionnaire[16] indicated the 75 percent figure quoted closely corresponds with 79 percent for males and 74.8 percent for females choosing college preparatory programs in the Project TALENT sample.

Comparison of differences as to high school program chosen by students among the four community settings showed a few interesting variations as pointed out in Table 40. None of the Central City and Milltown females surveyed and only a few of the Central City males had chosen a vocational program. In addition, Central City and Milltown females were more likely to choose a science, commercial, or business program while both males and females in schools in these settings were less likely to choose a distributive education program. These differences may be attributed to the nature of the programs and curricular offerings in the schools.

Sources of Counseling for Post High School Plans

Though no effort was made to examine or evaluate the type of guidance program available at the schools in each community setting, an item on frequent sources of counseling for post high school plans was included in the OIS questionnaire. The question, "Who was most helpful to you in discussing your plans for after high school?" was posed to the 12th grade students with the possibility of seven answer-options, one of which was "the school counselor." The overall picture from the total 1,520 students surveyed showed that "members of the family" were perceived as more helpful than the other sources combined.

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[16] Project TALENT, op. cit., p. K-7. The Project TALENT questionnaire gave the following choice options: general, college preparatory, commercial or business, vocational, agriculture, other.

TABLE 40

HIGH SCHOOL PROGRAM BY COMMUNITY SETTING AND SEX

High school program	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
General - academic	38.6	23.3	34.9	20.2	35.9	40.7	41.7	53.8
Science	36.4	32.6	42.1	31.5	30.4	13.0	31.7	17.3
Commercial or business	13.6	34.9	7.2	38.7	4.7	24.9	7.0	8.0
Vocational	2.3	0.0	9.4	0.0	8.7	4.0	4.0	7.2
Distributive education	9.1	9.3	6.4	9.7	20.3	17.5	15.6	13.7
Total	100.0	100.1	100.0	100.1	100.0	100.1	100.0	100.0
Number of students	44	43	235	248	276	177	199	249

From the item on the OIS questionnaire the results presented in Table 41 show, in rank order, the total group response to perceptions about helpful guidance sources.

TABLE 41

MOST HELPFUL GUIDANCE SOURCE BY TOTAL SAMPLE

Guidance source	Percent
Family member	47
School counselor	15
Some other adult	9
Friends my own age	9
Teacher, principal	8
Clergyman	1
No one has talked to me	11
Total	100
Number of students	1,520

Comparison of the differences in this regard among the various community settings showed some interesting variations. Particularly apparent were the gross differences between the major subgroups in the Central City area as compared with all others.

Table 42 shows that Central City students, both male and female, said they had much less helpful counseling from within the family and received more help within the school system from counselors, in particular, and also from teachers and principals. This tendency was most apparent in the college bound group where 75 percent of the helpful counseling was received from school sources as compared to 57 percent for the noncollege group. Females in the other groups had more within-family counseling than the males, and this tendency held regardless of post high school plans.

In the college bound group, Mt. Ivy boys, in particular (20 percent compared to 12 percent and less for other groups), said that no one had talked to them at all. Central City girls seemed to get more helpful counseling from friends their own age than girls in the other groups. Milltown students reported receiving helpful counseling from school sources whether they were going on to college or not. This was not true for Suburban Projects, Central City, or Mt. Ivy where college groups tended to confer more frequently, or reportedly more effectively with counselors, principals, and teachers.

In all cases, the noncollege groups, which could be expected to require more help in discussing their post high school plans, reported (in relatively large numbers) that they had not turned to alternative sources, but rather that they had conferred with no one.

TABLE 42

MOST HELPFUL GUIDANCE SOURCE BY CAREER PLAN, COMMUNITY SETTING, AND SEX

Guidance source	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
College								
Family member	16.7	18.8	48.0	60.3	64.8	46.6	38.8	61.0
School counselor	58.3	56.3	13.6	11.2	11.5	12.5	12.9	4.9
Teacher, principal	16.7	6.3	9.6	12.1	6.0	8.0	2.9	6.0
Clergyman	0.0	0.0	2.4	0.0	0.0	0.0	1.4	1.6
Friends my own age	0.0	18.8	8.8	3.4	6.0	9.1	11.5	9.3
Some other adult	8.3	0.0	9.6	6.0	6.6	11.4	11.5	7.1
No one has talked to me	0.0	0.0	8.0	6.9	4.9	12.5	20.9	9.9
Total	100.0	100.2	100.0	99.9	99.8	100.1	99.9	99.8
Number of students	12	16	125	116	182	88	189	182
Noncollege								
Family member	27.3	25.0	41.9	47.3	38.0	48.8	45.7	47.3
School counselor	42.4	35.7	17.1	12.2	10.9	10.0	10.9	9.1
Teacher, principal	12.1	25.0	6.7	10.7	4.3	3.8	0.0	7.3
Clergyman	0.0	3.6	0.0	0.8	1.1	2.5	0.0	0.0
Friends my own age	6.1	7.1	6.7	8.4	14.1	7.5	10.9	7.3
Some other adult	6.1	0.0	9.5	6.9	10.9	11.3	6.5	10.9
No one has talked to me	6.1	3.6	18.1	13.7	20.7	16.3	26.1	18.2
Total	100.1	100.0	100.0	100.0	100.0	100.3	100.1	100.1
Number of students	33	28	105	131	92	80	46	55

Further Education after Employment

An additional probe concerning further education was put in the form of the question, "How would you feel about going on for more schooling after you have worked for a while?" For the two major subgroups, the college and noncollege, this question, of course, had different meanings. For the college group it would refer to education beyond the college undergraduate level after they had begun a post graduation job; for the others, it would mean college or technical courses during or after the first job after high school.

Few in the sample said they would not consider further education at all or only under conditions where it became necessary to maintain employment. As Table 43 shows, about 50 percent (males more so than females) said they would continue their education if it would help them get promoted. Approximately twice as many females as males indicated they would further their education for reasons completely unrelated to their jobs--just to help them broaden their knowledge.

Table 44 suggests that cross-comparisons by community setting showed an interesting difference. Significantly fewer Central City and Milltown students would continue their education "just to broaden their knowledge;" however, significantly more Central City youth "definitely planned to go on for more school after awhile."

TABLE 43

STUDENTS' ATTITUDES ON EDUCATION AFTER EMPLOYMENT BY CAREER PLAN AND SEX

Attitudes	Career Plan by Sex			
	College		Noncollege	
	Male	Female	Male	Female
	Percentage distribution			
Would not consider it	2.8	1.2	7.0	5.1
Would do it only if absolutely necessary to hold my job	4.9	5.6	9.1	11.1
Would do it if it would help me to be promoted	49.7	36.1	44.6	45.3
May do it just to broaden my knowledge	18.9	29.8	11.9	15.5
Definitely plan to go on for more school after awhile	23.8	27.3	27.4	23.0
Total	100.1	100.0	100.0	100.0
Number of students	471	410	285	296

TABLE 44

STUDENTS' ATTITUDES ON EDUCATION AFTER EMPLOYMENT BY COMMUNITY SETTING AND SEX

Attitudes	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
Would not consider it	2.2	2.4	5.9	3.6	2.5	2.3	5.8	2.5
Would do it only if absolutely necessary to hold my job	4.3	0.0	6.8	9.2	6.4	8.1	6.8	7.9
Would do it if it would help me to be promoted	41.3	38.1	48.7	44.6	51.2	41.0	42.9	34.7
May do it just to broaden my knowledge	19.6	4.8	11.4	17.3	13.8	22.0	25.1	35.1
Definitely plan to go on for more school after awhile	32.6	54.8	27.1	25.3	26.1	26.6	19.4	19.8
Total	100.0	100.1	99.9	100.0	100.0	100.0	100.0	100.0
Number of students	46	42	236	249	283	173	191	242

Continued Education at Employer's Suggestion

The question, "If your employer suggests that you go on for more school, how would you react?" was asked to elicit further information on the relationship between employment and future educational plans. Table 45 shows that approximately 50 percent of the students indicated a willingness to continue their schooling, while others said they would do so on condition that it be paid for by the employer and that a raise or promotion would be forthcoming. Some students, particularly those not planning further education at the present time, said they would only do so to keep their jobs. Only 2 to 5 percent said they would look for another job if their employer would suggest further education. Differences were again found to be minimal by community setting, although more students from Central City said they would be willing to undertake further education unconditionally, i.e., with no guarantee of tuition payment, raises, or promotions (see Table 46).

TABLE 45

STUDENTS' ATTITUDES ON EDUCATION AT EMPLOYER'S SUGGESTION BY CAREER PLAN AND SEX

	Career Plan by Sex			
	College		Noncollege	
Attitudes	Male	Female	Male	Female
	Percentage distribution			
Wouldn't like it--look for another job	2.6	2.2	5.2	3.4
Would do it only to keep my job	12.6	12.9	18.5	25.6
Would do it only if he pays for it and guarantees a raise or promotion when I finish	31.4	25.6	31.5	22.9
Willing to do it	53.4	59.3	44.8	48.1
Total	100.0	100.0	100.0	100.0
Number of students	468	410	286	293

Students Appraisal of their own Educational-Vocational Planning

Asked the question, "Which could you have done in school to have better prepared yourself for a job?", only two significant differences were revealed in the different community settings (see Table 47). Cross-comparisons indicated that significantly more Mt. Ivy students were satisfied with what they did while significantly more Central City youth wished they had taken more vocational courses.

Major differences among students by career plan indicated that many more college bound students were satisfied with what they did while more noncollege bound students wished they had taken more vocational courses (see Table 48).

TABLE 46

STUDENTS' ATTITUDES ON EDUCATION AT EMPLOYER'S SUGGESTION BY COMMUNITY SETTING AND SEX

Attitudes	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
Wouldn't like it--look for another job	4.3	2.4	3.8	2.4	3.2	1.7	3.6	3.8
Would do it only to keep my job	17.4	23.8	17.8	21.3	10.0	18.4	17.6	13.9
Would do it only if he pays for it and guarantees a raise or promotion when I finish	19.6	16.7	27.5	23.7	37.3	28.7	30.6	23.5
Willing to do it	58.7	57.1	50.8	52.6	49.5	51.1	48.2	58.8
Total	100.0	100.0	99.9	100.0	100.0	99.9	100.0	100.0
Number of students	46	42	236	249	279	174	193	238

TABLE 47

STUDENTS' APPRAISAL OF THEIR OWN EDUCATIONAL-VOCATIONAL PLANNING BY COMMUNITY SETTING AND SEX

Appraisals	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
Could have studied harder	53.3	52.3	57.5	43.4	57.0	42.4	44.2	36.2
Could have taken more academic courses	6.7	9.1	6.9	7.6	5.8	4.0	3.2	4.5
Could have taken more vocational courses	17.8	13.6	7.7	4.4	4.7	9.0	3.7	6.1
Could have arranged for more job counseling	6.7	6.8	5.6	7.6	4.0	6.8	1.6	2.4
Satisfied with what I did	11.1	15.9	19.3	33.7	24.9	33.9	38.4	44.3
Nothing would have made any difference	4.4	2.3	3.0	3.2	3.6	4.0	8.9	6.5
Total	100.0	100.0	100.0	99.9	100.0	100.1	100.0	100.0
Number of students	45	44	233	249	277	177	190	246

TABLE 48

STUDENTS' APPRAISAL OF THEIR OWN EDUCATIONAL-VOCATIONAL PLANNING BY CAREER PLAN AND SEX

Appraisals	Career Plan by Sex			
	College		Noncollege	
	Male	Female	Male	Female
	Percentage distribution			
Could have studied harder	55.4	35.3	50.9	49.5
Could have taken more academic courses	3.2	5.0	9.3	6.7
Could have taken more vocational courses	1.7	4.5	13.6	9.8
Could have arranged for more job counseling	3.4	4.8	5.0	6.7
Satisfied with what I did	32.4	46.1	14.7	22.6
Nothing would have made any difference	3.9	4.3	6.5	4.7
Total	100.0	100.0	100.0	100.0
Number of students	466	419	279	297

d. Job Incentives Scale

A list of verbal descriptions used in previous studies[17] was prepared as one part of the OIS. A number of incentives were deleted from the original scales in that the 21 items selected were limited to those applicable to 12th grade students. The list included items that were expected to measure factors about self (self-realization, personal security), social status (personal status), and economic status (material security) as related to Maslow's hierarchy of needs. On an a priori basis, these items might be expected to measure the "need achievement versus fear of failure" factor proposed by Bendig.[18]

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[17] S. A. Fine and R. A. Dickman, "Satisfaction and Productivity," Paper presented at American Psychological Association Convention, St. Louis, Missouri, Sept. 1962; L. S. Levin and Ann M. Martin, "Study of Manpower Needs in the Basic Health Sciences, Phase II" (Section I: The Development of Functional Criterion Analysis for Studies on Manpower Problems), USOHS (RG-7333) FASEB, Washington, D.C., 1963; Ann M. Martin and C. Walter Stone, "Study of Regional Instructional Media Resources, Phase I - Manpower," Contract OE 3-16-027 between Title VII, U. S. Office of Education and the University of Pittsburgh, 1965; Ann M. Martin and Russell Scott, "Occupational Group Differences in Job-Incentive Dimensions Among Academic and Industrial Personnel," Paper presented at American Psychological Association Meeting, Chicago, Illinois, Sept., 1965.

These items had been previously factor analyzed[19] with the following scales resulting: (1) Self-Realization, (2) Status, (3) Material Security, (4) Personal Security, and (5) Purpose and Location of the Organization.

The student was asked to indicate his feelings about the importance of each item in contributing to his job satisfaction if he were seeking work by rating the item on a three point scale. The response categories were labeled "primary importance," "secondary importance," and "no importance."

The question to be answered through analysis of this data concerned the combination of job incentives scales that differentiated between various subgroups of the 12th grade students. The first analysis was carried out with the subjects divided on the basis of community setting. Individual scores for each of the five job incentives scales were computed for the sample of 12th grade students.

The significance tests of canonical correlation for the four groups for the first discriminant function was significant at less than the .0001 level. The null hypothesis that the four groups were drawn from the same population in terms of their scores on these scales was thus rejected. Table 49 provides a roster of group means showing which groups are high and which groups are low on each of the scales of this instrument. The respective "weights" for each item variable for discriminant Function 1 is also provided. One function was found to be the maximum number necessary to discriminate among the four groups.

Taking Scale 1, Self-Realization, it can be seen from Table 49 that the Central City group characteristically assigned a lower importance to this variable than the other three groups. Taking Scale 2, Status, the data again reveals that the Central City group characteristically assigned less importance to this variable than the other three groups. When Scale 3, Personal Security, was considered, Central City and Milltown were high on this variable while Suburban Projects and Mt. Ivy were low. Scale 4, Material Security, shows that Mt. Ivy was low on this variable while Central City, Suburban Projects, and Milltown were high. Taking Scale 5, Location and Purpose of Organization, it may be seen that this variable did not discriminate among the groups.

The scale with the highest positive coefficients on the first discriminant function was Personal Security. A high negative coefficient was displayed by the Self-Realization Scale. The group centroid placed the Central City group at the high positive end of the dimension while the Mt. Ivy group had the highest negative value. The Suburban Projects group fell near the zero point of the scale while the Milltown group fell slightly above (see Fig. 9).

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[18] A. W. Bendig and Euginia L. Stillman, "Dimensions of Job Incentives Among College Students," *Journal of Applied Psychology*, XCII (1958), 367-371; D. C. McClelland, J. W. Atkinson, R. A. Clark, and E. L. Lowell, *The Achievement Motive* (New York: Appleton-Century-Crofts, 1963).

[19] Ann M. Martin and C. Walter Stone, *op. cit.*; Ann M. Martin and Russell Scott, *op. cit.*

TABLE 49

JOB INCENTIVES SCALE DISCRIMINANT ANALYSIS BY COMMUNITY SETTING AND SEX

	Group Means and Grand Mean					Variate-canonical Variate Correlations
	Community setting by sex					
Job Incentives Scale[a]	Central City	Suburban Projects	Mt. Ivy	Milltown	Total sample	Discriminant function
Self-realization	10.08	10.46	10.62	10.31	10.45	-.366
Personal status	14.01	14.45	14.67	14.50	14.52	-.167
Personal security	10.32	9.82	9.50	10.20	9.86	.588
Material security	12.10	12.25	11.65	12.28	12.04	.384
Location and purpose of organization	3.51	3.88	3.87	3.70	3.80	-.265
Number of students	90	408	530	486	1,514	

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[a] See Appendix E for the Job Incentives Scale items.

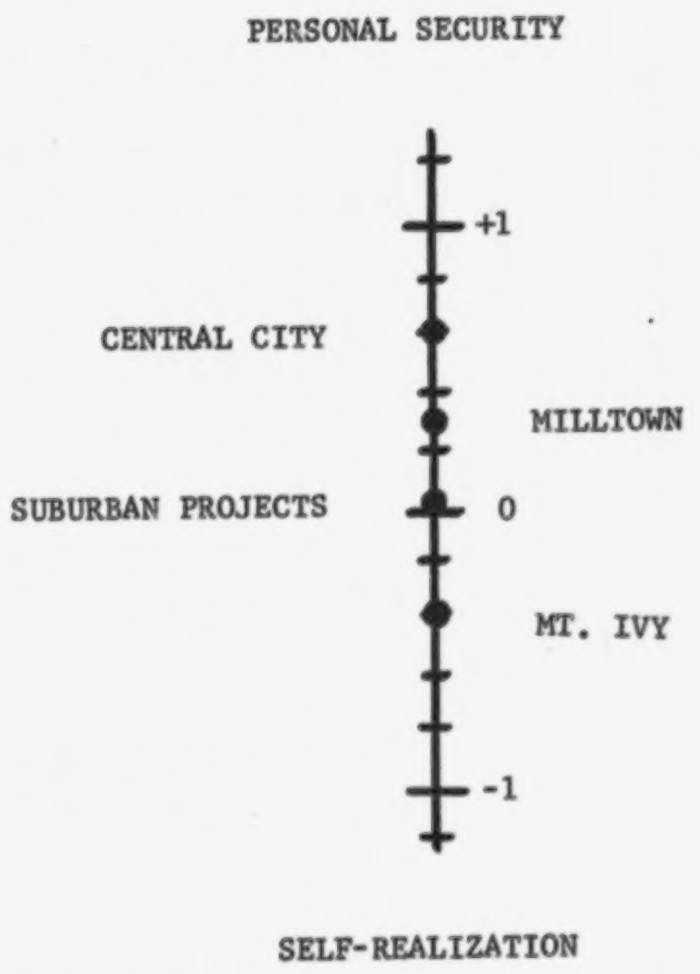

Fig. 9. Centroids of community setting groups in discriminant space showing similarity of groups by Job Incentives Scale variables.

The dimension defined by this first discriminant function reflects a hierarchy of needs similar to that suggested by Maslow. The Central City group assigned more importance to personal security while the Mt. Ivy group placed considerably more emphasis on self-realization.

Using the coefficient derived for the discriminant function, the subjects were classified into four groups according to their discriminant scores. As shown in Table 50, forty-four percent of the subjects were placed in the appropriate groups, however, none of the Central City or Suburban Projects were correctly classified. It was found that, in general, the Central City subjects were assigned to the Milltown group and the Suburban Projects subjects were assigned to the Mt. Ivy group.

TABLE 50

COMMUNITY SETTING GROUP MEMBERSHIP PREDICTED FROM JOB INCENTIVES SCALE DISCRIMINANT FUNCTION SCORES[a]

Predicted group membership	Actual Group Membership							
	Central City		Suburban Projects		Mt. Ivy		Milltown	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.
Central City	0	0	0	0	0	0	0	0
Suburban Projects	0	0	0	0	0	0	0	0
Mt. Ivy	24	22	54	221	70	369	38	185
Milltown	76	68	46	187	30	161	62	301
Number of students		90		408		530		486

[a] Percentage of hits (correct classifications): 44 percent.

A second discriminant analysis was carried out to determine the combination of job incentives which best discriminated between groups formed on the basis of career plan and sex. The probability of differences as large as those occurring by chance was less than 1 in a 1,000 for the four groups on the first two discriminant functions. The null hypothesis that these four groups occupied the same area in discriminant space was thus rejected.

As shown in Table 51, data for Scale 1, Self-Realization, reveal that the college male and college female groups characteristically were high on this scale while the noncollege groups were low. On Scale 2, Status, the college female was characteristically high while on Scale 3, Personal Security, the noncollege female was characteristically low. The male groups were characteristically high on Scale 4, Material Security. There were no differences among the groups on Scale 5, Location and Purpose of Organization.

TABLE 51

JOB INCENTIVES SCALE DISCRIMINANT ANALYSIS BY CAREER PLAN AND SEX

	Group Means and Grand Mean					Variate-canonical Variate Correlations	
	Career plan by sex						
Job Incentives Scale[a]	College male	College female	Non-college male	Non-college female	Total sample	Discriminant function 1	Discriminant function 2
Self-realization	10.70	10.54	10.17	10.17	10.45	-.665	-.131
Personal status	14.31	14.99	14.23	14.46	14.52	-.049	-.808
Personal security	9.57	9.87	9.96	10.21	9.86	.512	-.216
Material security	12.22	11.90	12.09	11.90	12.04	-.162	.328
Location and purpose of organization	3.81	3.74	3.86	3.80	3.80	.042	.230
Number of students	485	427	300	302	1,514		

[a] See Appendix E for the Job Incentives Scale items.

The scale with the highest positive coefficients on the first discriminant function was Personal Security. A high negative coefficient was displayed by the Self-Realization Scale. The group centroids placed the noncollege groups at the positive end of this function, with the college female group slightly below the zero point, while the college male group showed the highest negative value (see Fig. 10).

The dimension defined by this first discriminant function appeared to be a personal security versus self-realization dimension. The noncollege groups were shown to place more emphasis on personal security.

The positive pole of the second discriminant function was defined by the Material Security Scale and the negative pole was defined by the Status Scale. This second function served primarily to differentiate the college female from the combined noncollege male and female and college male groups.

To summarize, the four groups differed significantly in their responses to the Job Incentives Scale. The first discriminant function defined a Personal Security versus Self-Realization dimension. The second function defined a Material Security versus Status dimension. Based on this analysis, the college groups placed more emphasis on Self-Realization than on Personal Security in their choice of incentives that would influence their job satisfaction. The college male and college female groups, while placing more emphasis on Self-Realization, differed in their emphasis toward Material Security and Status. The college male group placed more emphasis on Material Security while the college female placed more emphasis on Status. Classification according to discriminant function scores produced 38 percent hits as shown in Table 52.

TABLE 52

CAREER PLAN GROUP MEMBERSHIP PREDICTED FROM JOB INCENTIVES SCALE DISCRIMINANT FUNCTION SCORES[a]

	Actual Group Membership							
	College male		College female		Noncollege male		Noncollege female	
Predicted group membership	Percent	No.	Percent	No.	Percent	No.	Percent	No.
College male	64	308	44	188	44	133	38	116
College female	26	128	40	170	28	84	32	97
Noncollege male	4	20	4	18	8	24	6	19
Noncollege female	6	29	12	51	20	59	23	70
Number of students		485		427		300		302

[a] Percentage of hits (correct classifications): 38 percent.

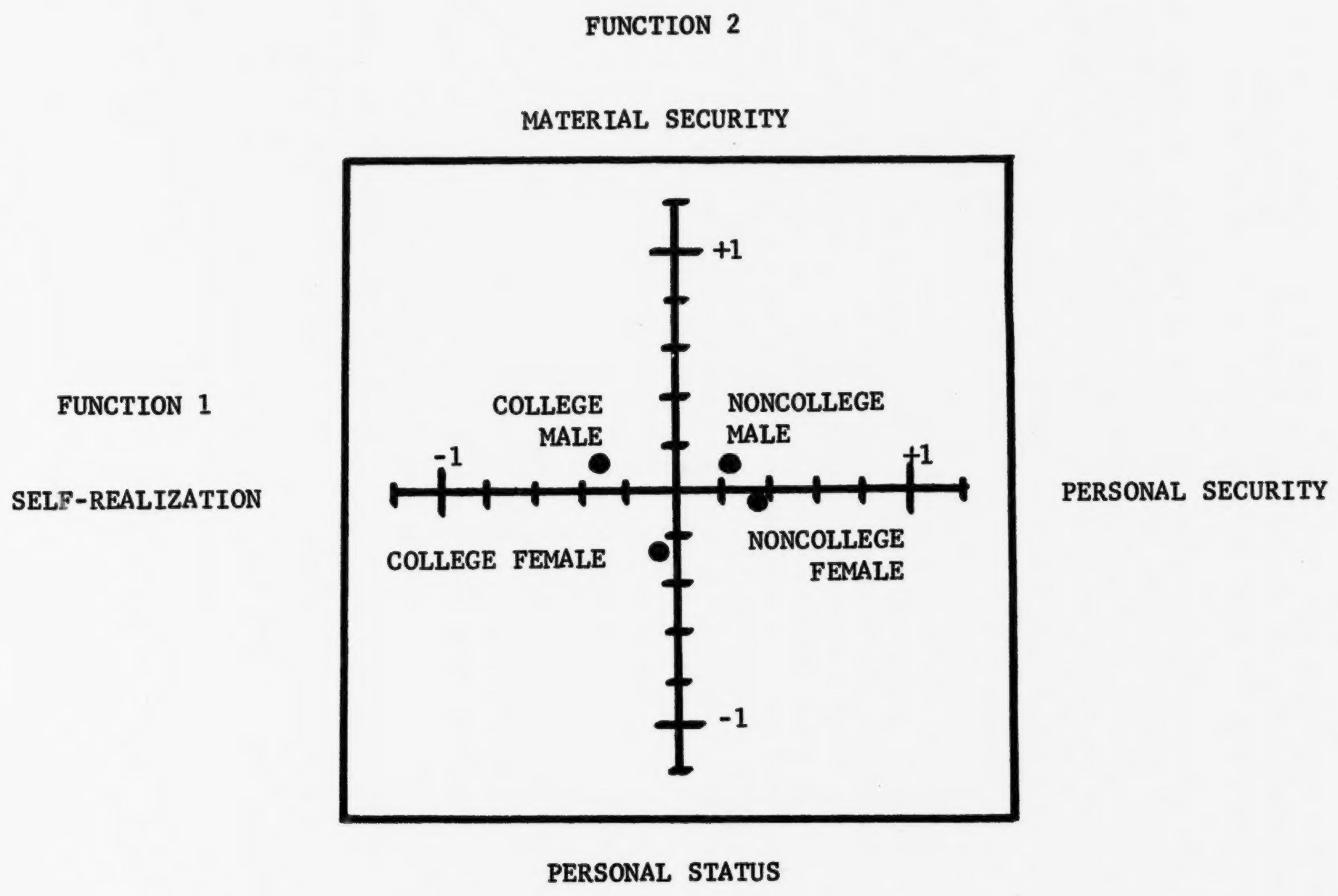

Fig. 10. Centroids of career plan by sex groups in discriminant space showing similarity of groups by Job Incentives Scale variables.

A third discriminant analysis was carried out using the individual items of the Job Incentives Scale to determine the combination of item variables which best discriminate between school groups. Data gathered on the Work Opportunity Training Center group was included in this analysis. This group consisted of 79 hard core unemployed predominately Negro trainees enrolled in a Federally sponsored work-training program. There were 19 males and 60 females on whom information was obtained.

Table 53 presents the group means and respective "weights" for each item variable. The significance tests for the total set for the first two discriminant functions were significant at less than the .0001 level.

The item with the highest positive coefficient on the first discriminant function was "seniority system" (based on years with company). A high negative coefficient was displayed by the item "relative freedom to do what I want." As illustrated by Fig. 11, the group centroids placed the Work Opportunity Training Center and Central City groups at the high end of the dimension with the Milltown group falling slightly above the zero point of the scale, the Suburban Projects group at the zero point and the Mt. Ivy group having the highest negative value.

The dimension defined by this first discriminant function appeared to be a security versus self-realization dimension. The results agree with the preceding analyses which indicated that the Central City group placed considerably more emphasis on the security aspect while the Mt. Ivy group placed more emphasis on the self-realization aspect. It is interesting to note that the Work Opportunity Training Center group was similar to the Central City group on this dimension and placed even more emphasis on the security aspect.

The positive pole of the second discriminant function was defined by the item "length of annual vacation." The negative pole was defined by the item "physical working conditions (modern building, air-conditioning, crowding, etc.)." The Work Opportunity Training Center group fell at the high end of this dimension while the other four groups fell slightly above or slightly below the zero point of the scale. While the first function separated the Work Opportunity Training Center, Central City and, to some extent, the Milltown group from the other two groups, this second function served primarily to differentiate between the Work Opportunity Training Center group and the other four groups. This second function appears to be a material security dimension. The distinctions made by this dimension can probably be attributed to the composition of the Work Opportunity Training Center group which consists of predominately Negro females acting as heads of families.

Using the coefficients derived from the two discriminant functions, the subjects of the sample were sorted into five groups according to their discriminant scores. Forty-six percent of the subjects were placed in the appropriate groups (see Table 54).

TABLE 53

JOB INCENTIVES (INCLUDING REFERENCE GROUP) DISCRIMINANT ANALYSIS BY COMMUNITY SETTING AND SEX

Questionnaire	Item[a]	Group Means and Grand Mean						Variate-canonical Variate Correlations	
		Community setting by sex							
		Central City	Suburban Projects	Mt. Ivy	Milltown	Work Training Center	Total sample	Discriminant function 1	Discriminant function 2
B	G- 1	2.83	2.82	2.82	2.86	2.70	2.83	-.028	-.234
	2	2.62	2.67	2.45	2.70	2.68	2.60	.332	-.334
	3	1.97	1.98	2.02	1.94	2.23	1.99	.016	.318
	4	2.39	2.43	2.41	2.51	2.25	2.44	.005	-.280
	5	2.67	2.69	2.74	2.66	2.51	2.69	-.184	-.067
	6	2.78	2.68	2.57	2.69	2.56	2.65	.156	-.285
	7	2.76	2.81	2.75	2.77	2.62	2.76	-.054	-.230
	8	1.85	2.16	2.19	2.02	1.96	2.10	-.299	.019
	9	1.69	1.88	2.04	1.84	1.61	1.90	-.362	-.010
	10	2.35	2.32	2.27	2.30	2.19	2.29	.011	-.125
	11	2.64	2.37	2.33	2.47	2.68	2.42	.349	.114
	12	2.64	2.69	2.66	2.65	2.52	2.66	-.072	-.154
	13	1.85	2.28	2.45	2.08	1.61	2.22	-.700	-.138
	14	2.18	2.40	2.29	2.38	1.91	2.32	-.130	-.536
	15	2.55	2.52	2.33	2.55	2.32	2.46	.204	-.455
	16	1.66	1.72	1.68	1.68	1.49	1.68	-.083	-.192
	17	2.19	2.10	1.84	2.26	2.27	2.08	.458	-.318
	18	2.29	2.47	2.56	2.50	2.16	2.48	-.269	-.205
	19	2.85	2.67	2.61	2.78	2.75	2.70	.282	-.154
	20	2.65	2.68	2.72	2.68	2.53	2.68	-.145	-.087
	21	2.63	2.55	2.60	2.59	2.52	2.58	-.027	-.004
	Number of students	89	404	528	483	79	1,583		

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[a] See Appendix E for the Job Incentives Scale items.

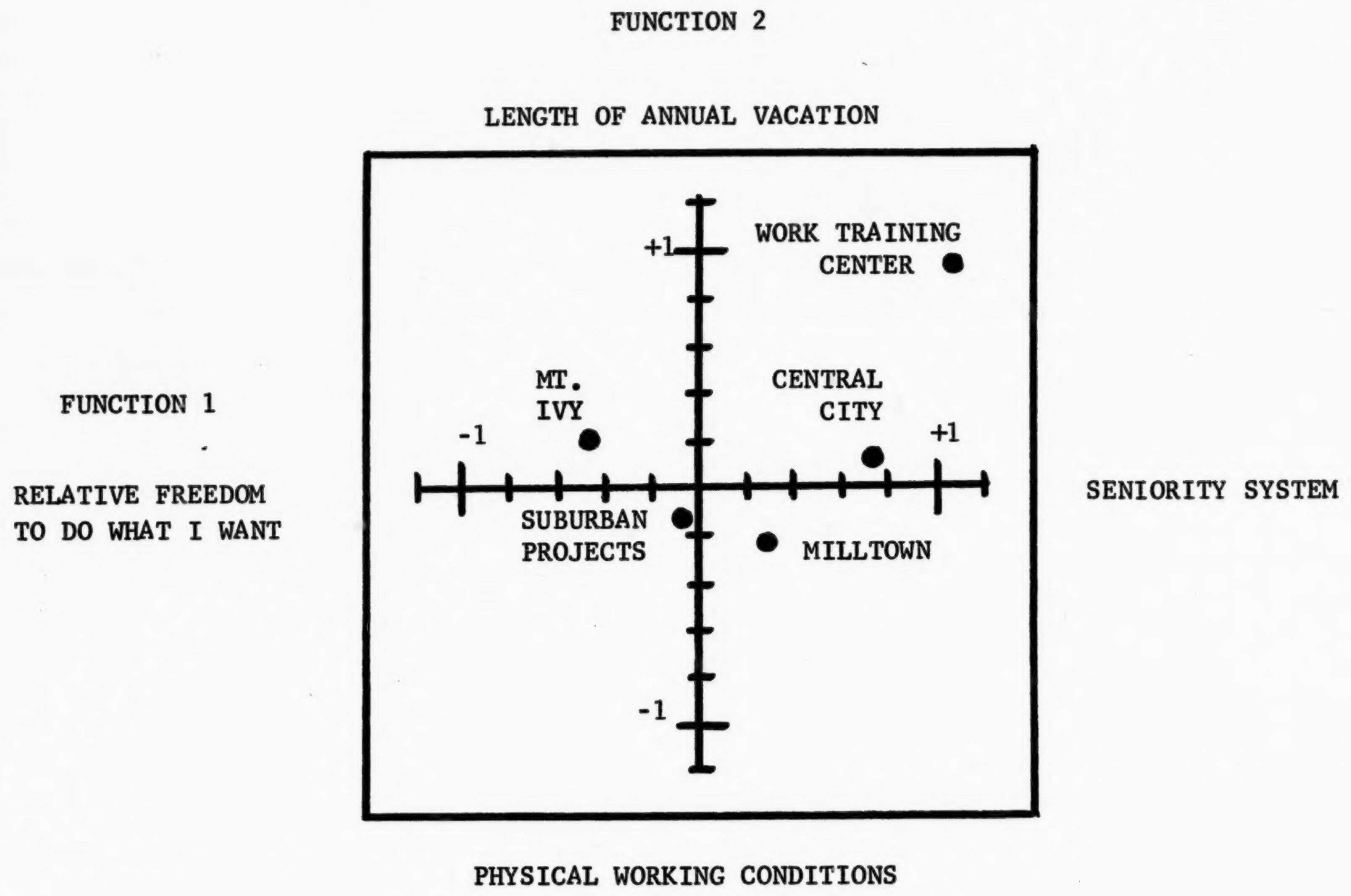

Fig. 11. Centroids of community setting groups in discriminant space showing similarity of groups by Job Incentives Scale item variables.

TABLE 54

COMMUNITY SETTING GROUP MEMBERSHIP (INCLUDING REFERENCE GROUP) PREDICTED FROM JOB INCENTIVES ITEM VARIABLES DISCRIMINANT FUNCTION SCORES[a]

Predicted group membership	Actual Group Membership									
	Central City		Suburban Projects		Mt. Ivy		Milltown		Work Training Center	
	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.
Central City	0	0	0	0	0	0	0	0	0	0
Suburban Projects	1	1	2	9	2	11	3	14	0	0
Mt. Ivy	19	17	45	182	71	373	31	149	18	14
Milltown	69	61	51	208	26	135	64	310	44	35
Work Training Center	11	10	1	5	2	9	2	10	38	30
Number of students		89		404		528		483		79

[a] Percentage of hits (correct classifications): 46 percent.

To summarize, the five groups formed on the basis of community setting differed significantly in their responses to items on the Job Incentives Scale. The first discriminant function described a personal security versus self-realization dimension. The second function defined a material security dimension. Classification of members of the sample on the basis of the discriminant scores resulted in 46 percent correct placements.

e. High Agreement Items

While the major purpose of the OIS was to provide useful information concerning the subpopulation to which an individual belongs, it was considered equally important to know what kinds of social characteristics, attitudes, and opinions were held in common among the populations studied. To determine this, an analysis of the total group response to each item in the OIS was performed. In cases where one response option or two highly related response options to a given item were chosen by 75 percent or more of all respondents, or where there was no significant difference among groups but agreement was evident, the item was considered a "high agreement item." The chart below summarizes the response options to each "high agreement item" and indicates which option or options were most frequently chosen.

HIGH AGREEMENT ITEMS

Question and Options	Most Frequently Chosen Option or Options by 75 Percent of Total Sample or Better
Place of residence: whether family owns own home, rents house, room, apartment, trailer, or student lives in a home for children	Family owns home
Respondent's general health: whether excellent, good, poor, or physical deformity	Health excellent
Marriage plans: whether or not respondent expects to be married within six months after high school	No marriage plans
Success in life depends upon: ability and effort, education, who you know, good luck, whether people like you	Ability and effort
Importance of High School: whether or not important for wide choice of jobs	Important for wide choice of jobs
Work Schedules: whether respondent prefers to show up late, stay at home, stay late to finish job	Stay late and finish job

Question and Options	Most Frequently Chosen Option or Options by 75 Percent of Total Sample or Better
Promotions: whether respondent prefers promotions for seniority at same time as everyone else, or dependent upon hard work	Should depend upon how hard you work
People around me: whether respondent likes to be friendly with everyone who works around him, have a few good friends, or prefers to work alone	Likes to be friendly with everyone who works around me
Respect: whether respondent wants respect for self as a person, for doing things well, or for the kind of job he has	Respect as a person

Each item mentioned in the chart was considered important in light of obtaining a better understanding of attitudes and options held in common by the separate groups. Taken individually, the items are discussed below.

Place of Residence

It seemed reasonable to assume that students who were planning to attend college immediately following graduation were from a more advantaged economic situation. Thus, the findings from the question, "Which best describes the place you live in?" followed an expected percentage distribution by career plan.

Table 55 shows that more students from the college bound group said they live in a home which their family owns, although home ownership was high in both groups (about 80 percent overall). The remainder said they live in a rented house, rather than a rented apartment or trailer.

Data collected by Project TALENT on 12th grade students in 1960 shows the same general pattern of home ownership. Approximately 83 percent of the college and 74 percent of the noncollege respondents reported that they presently lived in homes which their families own.[20]

Comparison by community setting also shows a somewhat predictable percentage distribution with communities of a high socioeconomic status having more home ownership. Presented in Table 55 are the two major subgroups, college and noncollege, by the four community settings. Sex distributions are not shown in the table because they revealed few differences.

[20] Project TALENT, *op*. *cit*., p. K-11.

TABLE 55

TYPE OF RESIDENCE BY CAREER PLAN AND COMMUNITY SETTING

	Community Setting			
	Central City	Milltown	Suburban Projects	Mt. Ivy
	Percentage distribution			
College				
Home family owns	41.4	89.8	94.0	89.4
Rented house	34.5	4.9	5.2	8.1
Rented room or apartment	24.1	4.5	0.7	1.7
Trailer	8.0	0.0	0.0	0.0
Home for children	0.0	0.8	0.0	0.8
Total	100.0	100.0	99.9	100.0
Number of students	29	244	286	358
Noncollege				
Home family owns	22.0	75.3	84.8	81.8
Rented house	54.2	15.5	9.8	11.8
Rented room or apartment	23.7	8.4	5.4	5.4
Trailer	0.0	0.4	0.0	0.0
Home for children	0.0	0.4	0.0	0.9
Total	99.9	100.0	100.0	99.9
Number of students	59	239	184	110

In contrast with the other community settings, the college bound group from Central City had a comparatively low home-ownership pattern. Only 4 percent of the respondents in this group reported home ownership compared with 90 percent and over for all others. In the noncollege group, the difference was more significant with only 22 percent indicating home ownership as compared to 76 percent to 85 percent for all others. The home-ownership pattern revealed here for a largely nonwhite population compares favorable with a recent study which showed a pattern of 35 percent home ownership among nonwhites in Pittsburgh compared with 65 percent for the white population.[21]

General Health

In answer to the question, "How would you describe your present general health?" almost all respondents answered either "excellent" or "good." Some differences were noted, however, by sex and also by community setting. In general, the females tended to perceive themselves as having poorer health than the males; the noncollege group perceived poorer health than the college bound group. A similar item included in Project TALENT data reveals the same general tendencies.[22]

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[21] George Schermer, "The American Credo--And a Place to Live," Paper presented to Greater Pittsburgh Housing Conference, November, 1965.

Although the "excellent" and "good" categories take in almost all cases, Table 56 shows that fewer Central City females and males, as well as Milltown females, perceived themselves to be in as excellent health as the others. Good health usually has a high positive correlation with increased socioeconomic status,[23] thus the perceptions of health are probably somewhat in line with the reality of the situation. The extent to which these perceptions of health were taken into account in the making of vocational choices has yet to be determined.

Marriage Plans

Almost all of the students in the sample agreed that marriage was not part of their immediate plans as revealed by answers to the question, "Do you expect to be married within six months after graduation?" While a few more males and females in the noncollege group (six percent compared with three percent in college group) contemplated marriage within six months, the number who did not expect to be married may have been unrealistically high in light of U.S. statistics on marriage. The median age of marriage for women in the U.S. is 20 years, 3 months and for men--22 years, 8 months.[24] Nine percent of the U.S. female population the age group from 14 to 19 years was reported married in 1961.[25]

Comparison by community setting again shows that Central City revealed dissimilar characteristics (see Table 57). While the college bound subgroup from this area reflected the normative distribution of marriage expectations for the total sample, the noncollege subgroup showed many more students, both male and female, who said they intended to marry within six months. Further analsysis is required to determine whether or not this is a socioeconomic, or perhaps even a racial, pattern of behavior for the community setting represented by Central City.

Statistics on marriage plans collected by the Project TALENT Study showed that female students anticipate an earlier marriage than male students. Almost 50 percent of the noncollege females expected to be married by the time they were 20 years old; for the noncollege male,

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[22] Project TALENT, op. cit., p. K-17.

[23] Sigmund Nosow and William H. Form (eds.), Man, Work, and Society (New York: Basic Books, Inc., 1962), p. 525.

[24] U.S., Bureau of the Census, Statistical Abstract of the United States: 1962, Washington, D.C., 1962, p. 72.

[25] Ibid., p. 37.

TABLE 56

STUDENTS' APPRAISAL OF HEALTH BY COMMUNITY SETTING AND SEX

Appraisal of health	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
Excellent health	69.6	57.1	81.9	68.8	80.1	73.2	81.8	64.3
Good health	28.3	40.5	16.0	30.8	18.9	25.7	15.8	34.5
Physical deformity that would prevent my taking some jobs	2.2	2.4	1.3	0.4	1.0	0.6	2.4	0.8
Health too poor to keep a full-time job	0.0	0.0	0.8	0.0	0.0	0.6	0.0	0.4
Total	100.1	100.0	100.0	100.0	100.0	100.1	100.0	100.0
Number of students	46	42	237	250	291	179	209	252

TABLE 57

STUDENTS' MARRIAGE PLANS BY CAREER PLAN, COMMUNITY SETTING, AND SEX

Marriage plans within six months after graduation	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
College								
Do not expect to be married	100.0	93.8	97.6	96.5	97.2	96.9	97.1	96.7
Expect to be married	0.0	6.3	2.4	3.5	2.8	3.1	2.9	3.3
Total	100.0	100.1	100.0	100.0	100.0	100.0	100.0	100.0
Number of students	13	16	125	115	176	96	138	183
Noncollege								
Do not expect to be married	82.8	85.2	96.2	93.8	96.0	96.0	91.3	96.3
Expect to be married	17.2	14.8	3.8	6.2	4.0	4.0	8.7	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of students	29	27	105	130	145	129	46	54

50 percent anticipated marriage by 21 or 22. College plans only delayed marriage plans by one or two years for those planning further education.[26] Thus, marriage was an anticipated state for the high school senior and lies in his immediate future within four or five years after graduation. This "marriage-mindedness" might well help to account for the pragmatic attitude most high school students held toward education. Over 80 percent of the graduates in 1960 who entered college reported that they did so to prepare themselves for their life work.[27]

Success in Life

A sentence-completion question was worded, "Success in life depends mostly upon:" with five answer-options provided among which the students were to choose one. Table 58 presents the responses for the two major subgroups of college and noncollege.

TABLE 58

STUDENTS' ATTITUDES RELATIVE TO SOURCE OF SUCCESS IN LIFE BY CAREER PLAN AND SEX

	Career Plan by Sex			
	College		Noncollege	
Attitudes	Male	Female	Male	Female
	Percentage distribution			
Ability and effort	79.0	86.0	71.1	83.6
Education	13.8	10.1	18.9	12.3
Who you know	4.5	2.4	7.2	3.4
Good luck	0.6	0.2	1.0	0.0
Whether people like you	1.9	1.2	1.7	0.7
Total	99.8	99.9	99.9	100.0
Number of students	463	415	291	253

Agreement was generally high on this item that success in life depends first upon "ability and effort" and second upon "education." Although few differences were found, the ones that were apparent differentiated by sex rather than community setting or career plan, with females more inclined to choose "education" than "ability and effort." In other words, few of the high school students believed in "luck," "knowing someone," or the attainment of success by simply "being well liked." Those not planning on college tended to rate "education" a bit higher than the others but these differences were minimal.

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[26] Project TALENT, op, cit., p. K-17.

[27] Ibid., Chap. I, p. 1.

Analysis by community setting indicated a generally high agreement also; only Central City stood out by its even greater emphasis upon education. More than 38 percent of those Central City boys planning on college supported the efficacy of "education," in contrast to an average of 15 percent for other subgroups.

Importance of High School

In an attempt to understand the attitudes of subpopulations on the value of a high school education, an area of questioning was introduced which centered on the importance of high school for various job factors and the elements that help to determine one's success in life.

Three separate questions were asked about the importance of high school: "How important do you think high school is to having a wide choice of jobs; to receiving a good starting pay; to getting raises and promotions?" For a comparative picture, the responses to all three items are presented in Table 59. The greatest importance of high school lies in a "wide choice of jobs," all subgroups agreed, with the strongest emphasis placed on importance by the noncollege group. Next in importance was the influence of high school attendance on job income, especially felt by girls in the noncollege group.

Least important was the influence of high school for achieving "raises and promotions" with respondents almost equally divided as to whether it was "very important."

Analysis by community setting showed an overall close association in the pattern of answers. The importance of high school for job choice was most keenly felt by Central City students, both college and noncollege groups. The same tendency was true of the responses to the importance of high school for good pay, and the fact that the college bound group expressed this importance even more than the noncollege group probably reflects not so much the actual perception of importance of high school as the importance of education itself as a leading avenue of job access for the Negro student.

Work Schedules, Promotions, People Around Me, Respect

Respondents were given different characteristics about jobs with three response options for each describing personal attributes in relation to these job characteristics. Four of these characteristics were: "work schedules," "promotions," "people around me," and "respect." Cross-tabulations revealed that the groups held common attitudes toward these characteristics, the greater differences occurring by sex rather than by community setting or career plan.

The data indicated that only slight differences on performance for "work schedules" was found with "I stay late to finish a job" chosen by 75 percent or better across all groups.

Little differences between the groups was revealed with respect to "promotion" and the basis on which it is given. The data indicated that the response option, "Promotions should depend on how hard you work," was chosen by 88 percent or better across all groups. Slight differences by

TABLE 59

IMPORTANCE OF HIGH SCHOOL FOR WIDE CHOICE OF JOBS, GOOD PAY, AND RAISES AND PROMOTIONS BY CAREER PLAN AND SEX

	Career Plan by Sex			
	College		Noncollege	
Importance of high school	Male	Female	Male	Female
	Percentage distribution			
Wide choice of jobs				
Not important	5.4	6.1	4.0	1.0
Slightly important	24.0	22.2	18.4	16.5
Very important	70.6	71.7	77.6	82.5
Total	100.0	100.0	100.0	100.0
Number of students	483	427	299	297
Good pay				
Not important	10.6	8.0	4.3	3.7
Slightly important	25.3	27.0	31.0	20.9
Very important	64.1	65.0	64.7	75.4
Total	100.0	100.0	100.0	100.0
Number of students	482	426	300	297
Raises and promotions				
Not important	18.5	17.1	13.4	12.5
Slightly important	31.7	33.6	47.8	37.0
Very important	49.8	49.3	38.8	50.5
Total	100.0	100.0	100.0	100.0
Number of students	482	426	299	297

sex were noted for this characteristic in that more males believed that promotions should depend upon seniority (see Table 60). The overwhelming choice of merit as the basis for promotion indicated that most high school graduates would approach the work situation with a value system that would assume an individual responsibility toward success (promotion). This was also borne out by responses to another job characteristic on "pay." The pattern of responses for this job characteristic showed agreement across the groups that pay should "depend on how hard you work." Some differences were found by sex with females more likely to expect pay to "depend on how hard you work," while males were more likely to "expect a raise as soon as I learn my job."

TABLE 60

STUDENTS' ATTITUDES CONCERNING PROMOTION BY COMMUNITY SETTING AND SEX

Attitudes	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
Will be promoted if on job long enough	6.7	2.3	7.1	2.8	6.2	5.0	5.9	4.0
Should be promoted with everybody else	4.4	0.0	4.2	1.2	3.5	2.2	1.5	0.8
Promotions should depend on how hard you work	88.9	97.7	88.7	96.0	90.3	92.8	92.7	95.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0
Number of students	45	44	238	248	289	180	205	249

Attitudes toward "people around me," did not represent an area of great difference between the groups. "I like to be friendly with everyone around me" was chosen by 70 percent or better of all respondents with the exception of Mt. Ivy males reporting 61 percent. "I like to have a few good friends at work" was chosen more often by groups representing a higher socioeconomic status and by males more often than by females (see Table 61). These attitudes were borne out by another item which required the respondent to report his attitude toward "opinion of others." Most frequently reported for this characteristic was "most important that my co-workers like me." However, males were more likely to report that it "doesn't make any difference if I am liked if I like my job." The choice "most important to me that my supervisor likes me" was considered of least importance in all cases.

"Respect," and the basis on which it is received, did not represent an area of great difference among the groups. Across groups, a large majority of 12th grade students reported that they want "respect for me as a person" rather than "respect for doing things well" or "respect for the kind of job I have" (see Table 62). Sex differences indicated that males more often than females reported that they wanted "respect for doing things well." These results indicated that, in general, 12th grade students cared more about being respected as a total human being than earning respect for specific characteristics or actions on their part.

f. Occupational Knowledge

One of the major areas of concern in the present study is the amount and quality of information that students have about occupations and whether this kind of information varies widely from student to student. The extent to which occupational information varies by community setting, as well as by college plan and sex difference, is one of the questions raised here.

Adequacy of Job Preparation

In the general area of occupational information, a series of questions on actual job requirements was addressed to the 12th grade students. They were asked, in relation to the job they had chosen, how much education and training they think they would have to have, the salary they would expect to get, the hours, supervision, and vacation days expected for this job.

Several items on the questionnaire were independent of job choice as a measure of occupational information. A list of 26 jobs[28]

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[28] These jobs included the following: (1) hospital orderly, (2) production-line worker, (3) dental hygienist, (4) farm worker, (5) building superintendent, (6) cashier, (7) electronic repair, (8) news broadcaster, (9) military officer, (10) stock clerk, (11) insurance agent, (12) dry cleaner, (13) detective, (14) dietician, (15) industrial product designer, (16) teacher, (17) construction foreman, (18) cleaning person, (19) computer operator, (20) house painter, (21) singer, (22) sailor, (23) airline reservationist, (24) auto sales, (25) taxicab supervisor, (26) mail carrier.

TABLE 61

STUDENTS' OPINIONS OF OTHERS BY COMMUNITY SETTING AND SEX

Opinions	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
I like to be friendly with everyone around me	32.2	84.1	75.6	86.7	71.8	79.4	61.3	77.6
I like to work by myself	4.4	9.1	6.3	2.4	5.9	3.4	9.3	1.6
I like to have a few good friends at work	13.3	6.8	18.1	10.8	22.3	17.1	29.4	20.8
Total	99.9	100.0	100.0	99.9	100.0	99.9	100.0	100.0
Number of students	45	44	238	249	287	175	204	250

TABLE 62

STUDENTS' NEED FOR RESPECT BY COMMUNITY SETTING AND SEX

Needs	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
I want respect as a person	78.3	84.1	71.6	83.9	69.6	84.0	68.5	89.0
I want respect for doing things well	17.4	13.6	24.2	11.7	27.3	13.1	23.2	8.9
I want respect for the kind of job I have	4.3	2.3	4.2	4.4	3.1	2.9	8.4	2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.1	99.9
Number of students	46	44	236	248	286	175	203	246

was presented to the respondents and the question was asked, "Which of these jobs do you think you could be hired for right now? (Check the job you think you'd be able to get)." Table 63 presents the distribution of responses by community setting and shows the relationship between what jobs students _think_ they can get immediately after high school, and those jobs which they actually _can_ get.[29]

TABLE 63

MINIMUM EDUCATION AND TRAINING REQUIREMENTS FOR JOBS STUDENTS THINK THEY ARE ABLE TO GET

Requirement level	Percentage of Students Choosing Jobs at Each Requirement Level by Community Setting				
	Central City	Milltown	Suburban Projects	Mt. Ivy	Total sample
	Percentage distribution				
High school or less	78.3	80.1	77.6	80.2	79.4
High school plus job experience or apprenticeship	17.3	14.5	17.2	14.4	15.3
High school plus some additional formal education	3.6	4.1	3.7	3.6	3.8
High school plus college	0.8	1.2	1.4	1.8	1.5
Total	100.0	99.9	99.9	100.0	100.0
Number of students	90	488	412	530	1,520
Number of responses per student	4.0	7.5	7.5	7.6	7.3

The table indicates that of the overall sample of 1,520 students, most chose jobs which could be filled by high school graduates, or even by those with less formal education. There was little variation between community settings on this item; the percentage difference between groups for each classification not exceeding 3 percent. The biggest problem in the reality of job choice for the present sample seemed to lie in the choice of jobs which require some previous experience, on-the-job training, or period of formal apprenticeship. Fifteen percent of the total sample said that they could fill these jobs right away.

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[29] Evaluation was made of the educational and training requirements of all but 9 of the 26 occupations by consulting the _Occupational Outlook Handbook_ (1966-67 edition); the remaining 9 occupations were evaluated by the Pennsylvania Bureau of Employment Security.

The figure at the bottom of the table, number of responses per person, represents the average number of actual jobs chosen within each community setting. It is interesting to note that this figure is relatively similar for all groups except Central City where the numbers of jobs that students thought they could fill right after high school was about 50 percent less. Economic, social, and personal characteristics may very well be determining factors in explaining these statistics. It would seem from the above that the relationship between student perception and the realities of job requirements is not as tenuous as one might expect.

Father's Occupations and Job Aspirations of Male Students

Considering the job preferences of the 12th grade sample in the light of this research, one can better judge the reality of the job market situation. How realistic are the occupational aspirations of these 12th graders? From information gathered on the questionnaire it is possible to show a comparison between sons' aspirations and the occupational attainments of their fathers. Table 64 shows these distributions.

TABLE 64

FATHER'S OCCUPATIONS AND JOB ASPIRATIONS OF MALE STUDENTS BY CAREER PLAN

Occupational Classification	College Male		Noncollege Male	
	Job Aspiration	Father's Occupation	Job Aspiration	Father's Occupation
	Percentage distribution			
Professional	74.0	27.1	25.9	10.7
Farmers	1.4	0.2	1.2	0.0
Managers, officials, and proprietors	19.6	38.3	8.8	16.4
Clerical	1.2	1.2	6.0	3.3
Craftsmen and semi-skilled	1.4	11.2	37.0	17.8
Private household workers	0.0	0.0	0.4	0.0
Service workers	0.5	1.4	7.6	4.2
Unskilled laborers	0.0	15.9	10.0	36.9
Miscellaneous	1.8	4.7	3.2	10.7
Total	99.9	100.0	100.1	100.0
Number	423	428	251	214

Sixty-eight percent of the fathers of those boys planning on college were engaged in nonmanual occupations, while 98 percent of the sons aspire to these occupations. In the noncollege group, the aspirations remain proportionately lower when compared with fathers' occupations. However, the 26 percent who chose professional jobs for which four years of college meets only minimal training requirements seems unrealistic. The 37 percent who chose skilled jobs represent a mobility pattern for boys whose fathers are probably employed at lower skill levels. The growing need for jobs at higher skill levels makes this a fortuitous expectation for the group not planning on further formal education.

Part-Time Employment

General familiarity with the world of work is often gained by students who have part-time jobs while they are in school. The question was asked of the 12th grade sample, "Do you now have a part-time job for pay?" Some differences among the various subgroups were revealed by analysis of this item. Table 65 shows the kinds of differences occurring by sex and educational plans. Males in both groups, the group planning on college and the group not planning on college, had much more part-time employment as 12th grade students. Over half of the noncollege males had jobs compared with a third of the college males.

TABLE 65

STUDENTS' PART-TIME EMPLOYMENT WHILE IN HIGH SCHOOL BY CAREER PLAN AND SEX

Employment status	Career Plan by Sex			
	College		Noncollege	
	Male	Female	Male	Female
	Percentage distribution			
Has part-time job	34.9	21.4	52.6	26.4
Does not have job	65.1	78.6	47.4	73.6
Total	100.0	100.0	100.0	100.0
Number of students	481	420	235	296

Comparing the four community settings on this item, the group not going to college showed a great deal of consistency, with the statistics by settings reflecting the overall average of the total group as shown in Table 66. Central City shows many more females working (50 percent) than in the other areas (where the figures are close to 25 percent), but this is the only disparity. The comparison by community setting of those students who do plan on college shows a much wider range of answers. Table 66 indicates some of these differences by community setting.

Some rather gross differences are found here between Central City and the other three areas. More Central City females held part-time jobs than the males, 64 percent and 54 percent, respectively. It may be noted that part-time employment is greater in the Suburban Projects group than in the Milltown group. The differences may possibly be a combination of several factors, such as economic need, motivation, family influence,

TABLE 66

STUDENTS' PART-TIME EMPLOYMENT WHILE IN HIGH SCHOOL BY COMMUNITY SETTING AND SEX

	Community Setting by Sex							
	Central City		Milltown		Suburban Projects		Mt. Ivy	
Employment status	Male	Female	Male	Female	Male	Female	Male	Female
	Percentage distribution							
Has part-time job	53.8	64.3	25.0	14.5	41.4	27.4	33.8	19.6
Does not have job	46.2	35.7	75.0	85.5	58.6	72.6	66.2	80.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of students	13	14	128	117	186	95	154	192

plus area job availability. Milltown may have fewer jobs available that can be filled by teenagers such as service occupations and household help, but further analysis would be required to determine this relationship.

2. Follow-Up Interview Data

Follow-up interviews were conducted for the purpose of gathering data that would provide information necessary for the preparation of specifications for film modules (vignettes) to be developed by the Project. Based on the results of the interviews, participants for the actual films who would best portray these specifications were identified and selected.

The follow-up interview data for the first sample of graduates interviewed during July and August, 1966 and for the second sample interviewed during April and May, 1967 were coded and processed to obtain salient information on the educational and employment status of the graduates.

a. First Follow-Up Interview

The following tabulations were performed on the data from the first follow-up interview: (1) sex, race, high school course taken, employment status, source through which jobs obtained and hourly wages; and (2) types of jobs held. This information is contained in Tables 67 and 68, respectively.

Approximately two fifths of the high school graduates were unemployed at the time of interviewing. This high percentage of unemployed can be explained by the fact that the initial interviewing took place in the early part of July prior to many students having had the opportunity to obtain summer jobs. Of those employed, jobs held fell primarily in the clerical and kindred occupations. Service workers were next in order with the fewest number of students employed either as private household workers or working in the area of professional, technical, or craftsman occupations. At the time of the interview, six of the male students had entered the military services.

The primary sources through which jobs had been obtained by those employed were: (1) parents and relatives, (2) friends, or (3) school. It is interesting to note that school was a primary source of information for obtaining jobs for females, and particularly those from Central City.

Regarding wages for the sample of students who were employed during the summer months, the range was from $.75 to $2.75 per hour, with the median wage at $1.40 per hour.

One of the questions asked of students during the interview was what it would take to get them to change jobs. The majority of the students indicated "better pay," with more males giving this response than females. Next in importance, although of much lesser rank, was "more interesting work." This factor was mentioned as frequently by males as females. When students were asked whether or not "security," "advancement,"

TABLE 67

SELECTED CHARACTERISTICS OF THE FIRST FOLLOW-UP SAMPLE OF RECENT HIGH SCHOOL GRADUATES IN THE PITTSBURGH METROPOLITAN AREA[a]

Characteristics	Number
Sex	
Male	67
Female	68
Race	
White	88
Negro	35
No response[b]	12
High school course taken	
Academic	47
General	44
Commercial - business	23
Scientific	12
Distributive education	6
Academic and commercial	3
Employment status	
Full-time	57
Part-time	8
Military service	6
Unemployed	50
No response[b]	14
Source through which jobs obtained	
Parents and relatives	15
Friend	12
School	11
Direct application	6
Want ad	5
Clergy	5
Private agency	2
Public agency	2
Youth Opportunity Center	2
College to be attended	2
Self employed	1
No response[b]	2
Hourly wage	
$ .75 - $1.00	10
1.01 - 1.50	22
1.51 - 2.00	11
2.01 - 2.50	10
2.51 - 2.75	3
No response[b]	9

[a] Total number of students in sample = 135.

[b] No response occurred where the respondent was not available and data had been collected from secondary sources or where the respondent refused to provide or could not provide the information.

TABLE 68

TYPES OF ENTRY LEVEL JOBS HELD BY FIRST FOLLOW-UP SAMPLE ONE TO TWO MONTHS AFTER HIGH SCHOOL GRADUATION

Type of job	Number
Professional, technical, and kindred	
Artist	1
Assistant orchestra conductor (summer camp)	1
Cooker (food processing laboratory)	1
Junior draftsman	1
Lab trainee	1
Clerical and kindred	
Office machine operator, stockboy, engineer's clerk	6
Dairy store clerk, candy counter clerk, salesman, mailboy	6
Postal assistant	2
Secretary	4
Clerk-typist, receptionist	7
Keypuncher	1
Bookkeeper	1
Craftsman, foreman, and kindred	
Apprentice electrician, machinist	2
Housing specialist (Mayor's Commission)	1
Gas station attendant, mechanic	2
Helper in blacksmith shop	1
Private household worker	
Cook, chef's assistant, grillman	4
Service worker	
Lifeguard, camp counselor	3
Busboy, dishwasher, waitress	5
Tray girl, male nursing assistant	2
Laborer	
Hooker, machinist helper, laborer, bundle boy (hospital laundry), groundman for painter	11
Job Corps, Youth Information Center employee	2
Number of students employed	65
Military service	6

or "location" would be important in influencing their changing jobs, these factors were not given too much weight. Such findings may be explained by the fact that for many of these students this was not only their first full-time job, but in many cases a temporary summer job prior to their continuing their education.

Another question directed to the students concerned whether or not they would think of moving elsewhere for purposes of obtaining a job. For this question, they were asked to provide a categorical "yes" or "no." Three fourths of those who responded said "no" they would not consider moving elsewhere, with more males than females giving this response. This finding reflects the general feeling that the interviewers came away with after talking to youngsters from these areas. The psychological barrier to looking elsewhere for jobs other than in the environs of their own community is indeed strong.

Based on their answers to questions concerning job satisfaction, the respondents were divided into three groups. These questions included: (1) Do you like the work? Yes, No; (2) How are the working conditions? Favorable, Unfavorable; (3) Are you satisfied with the pay? Yes, No; (4) Are you satisfied with the hours? Yes, No. Scoring criteria were devised as follows: "highly satisfied" included those who responded favorably on three out of the four items; "highly dissatisfied" included those who responded unfavorably on three out of the four items; "satisfied" included those who responded favorably on two and unfavorably on two. Based on these scoring criteria, only four employed individuals of those who responded fell in the "highly dissatisfied" category; 47 fell in the "highly satisfied" category, while 8 fell in the "satisfied" category. There was little difference in results for males and females. The items on which students reflected most dissatisfaction were those of "pay" and "hours."

When asked whether the jobs fit their high school training, over half of the students replied "no." Girls were more likely to indicate that the jobs did fit their high school training than boys. This may be explained by the fact that most of the jobs held by girls were clerical type jobs--jobs for which training is more likely to be provided in high school.

When asked about plans for changing jobs, slightly less than one half of those students employed said they did not plan to change jobs, but would keep the job they had. Figures provided by the Bureau of Labor Statistics, however, indicate that a very small percentage of those who claimed they had no plans for changing jobs would still be employed in these same positions six to eight months from the time interviewed.

An overwhelming majority of the students gave a "yes" answer when asked whether or not they were glad they had taken the high school program that they had pursued. This was particularly true for the Mt. Ivy students where all indicated they were glad they had pursued the high school course chosen.

When anticipated plans were compared with actual plans based on the categories: (1) military service, (2) work plus part-time school, (3) work only, (4) attend business or technical school, (5) attend junior college or college, it may be seen that within one to two months

TABLE 69

12TH GRADE ANTICIPATED PLANS COMPARED WITH ACTUAL PLANS AFTER GRADUATION FOR FIRST FOLLOW-UP SAMPLE[a]

Anticipated plans	Actual Plans						Percentage fulfilling their 12th grade plans
	Military service	Work plus part-time school	Work only	Business or technical school	Junior college or college	Unemployed	
Military service	2	0	6	0	1	3	16.7
Work plus part-time school	1	0	8	4	4	3	0.0
Work only	0	1	9	2	3	14	31.0
Business or technical school	1	0	2	14	4	6	51.9
Junior college or college	2	2	2	2	35	1	79.5
Number of students	6	3	27	22	47	27	

[a] Percentage fulfilling plans: 45 percent.

after graduation less than one half of the students interviewed were able to follow through on their original plans. Table 69 shows that of all the students interviewed, the largest percentage of those who appeared likely to fulfill their plans were the junior college or college bound with almost 80 percent of this group still planning on college (based on a count of those who indicated they actually had been accepted).

For the purpose of selecting film subjects, the first follow-up interview sample was divided into eight broad categories. These categories were decided upon after considerable review of the interview material, keeping in mind the question of the types of vocational problems and decisions faced by recent high school graduates.

(1) Employed at career or skilled job
(2) Employed at nonskilled or limited entry-level job
(3) Unemployed, but looking for a job
(4) Unemployed, but not looking for a job
(5) Pursuing further education or training at business or technical school
(6) Entering the military service
(7) The young married
(8) The dropout[30]

It was decided to randomize the selection of subjects across sex and community setting with two subjects representing each category for a total of sixteen film subjects. Additional criteria were, of course, the willingness of the subject to participate in the film experiment and the conclusions drawn on the part of the film makers as to the fitness of the individual as a film subject.

b. Second Follow-Up Interview

Tabulations similar to those performed on the data from the first follow-up interview were performed on the second. Unfortunately, some of the interviewing for the second follow-up study, not originally budgeted for, had to be curtailed due to lack of availability of supplementary funds requested from the Office of Education. To the extent that available funds permitted the interviewers to trace and interview the individuals selected for this second sample, their data was included and processed. Of the original sample totaling 135 students, 108 were contacted and interviewed.

As shown in Table 70, 5 of the 40 graduates interviewed who were not continuing their education were unemployed, while 14 of the 58 attending college, junior college, technical or business school were employed. The primary sources through which jobs had been obtained by those employed were: (1) friends, (2) direct application, and (3) parents and relatives. The median wage for the sample of students who were employed was approximately $1.50 per hour.

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[30] This category was included as an important type of problem although not represented by this sample.

TABLE 70

SELECTED CHARACTERISTICS OF THE SECOND FOLLOW-UP SAMPLE OF RECENT HIGH SCHOOL GRADUATES IN THE PITTSBURGH METROPOLITAN AREA[a]

Characteristics	Number
Sex	
Male	70
Female	65
Race	
White	79
Negro	33
No response[b]	23
High school course taken	
Academic	36
General	40
Commercial - business	33
Scientific	14
Distributive education	5
Academic and commercial	3
Vocational	3
No response[b]	1
Employment status	
Junior college or college	
Full-time	10
Part-time	1
Unemployed	29
Technical, business, or nursing school	
Full-time	1
Part-time	2
Unemployed	15
Noncollege	
Full-time	31
Part-time	3
Unemployed	5
Military service	12
No response[b]	26
Educational status	
Junior college or college	40
Technical or business school	
Business school	5
Drafting school	3
School for food supervisors	1
School for hospital technicians	1
Data processing school	1
School for nurses' aids	1
Aeronautical institute	2
School of nursing	1
Technical school	1
School for x-ray technicians	2
Noncollege and military service	50
No response[b]	27
Source through which jobs obtained	
Parents and relatives	5
Friend	15
School	3
Direct application	7
Want ad	2
Private agency	2
State agency	1
Urban League	1
School to be attended	1
No response[b]	12
Hourly wage	
$1.00	4
$1.01 - $1.50	17
1.51 - 2.00	11
2.01 - 2.50	5
2.51 - 3.00	4
No response[b]	8

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[a] Total number of students in sample = 135.

[b] No response occurred where the respondent was not available and data had been collected from secondary sources or where the respondent refused to provide or could not provide the information.

As was true of the first follow-up sample of those employed, jobs held fell primarily in the clerical and kindred occupations. The remainder of the sample was somewhat equally distributed among the occupational categories. No one interviewed fell in the category of private household worker. At the time of the interview, 12 of the male students had entered the military service (see Table 71).

When this sample of students was asked what it would take to get them to change jobs, the majority of those interviewed again said "better pay," with "more interesting work" next in importance, although of much lesser rank. Regarding whether or not they would think of moving elsewhere to obtain a job, slightly more than one half of those who responded said "no," they would not think of moving elsewhere. Again, this response was given by more males than females. When the respondents were classified into three groups based on their answers to questions concerning job satisfaction, only two of the employed individuals of those who responded fell in the "highly dissatisfied" category; 27 fell in the "highly satisfied" category, while 14 fell in the "satisfied" category. Little difference existed between males and females. The item on which students reflected most dissatisfaction was "pay."

In response to a question concerning whether the jobs fit the high school training received, over half of the students said "no." Contrary to the first follow-up interview, there was little difference in response between males and females.

Answers to a question dealing with plans for changing jobs indicated that slightly more than one half of the students did not plan to change jobs and would keep the job they had. Asked whether or not they were glad they had taken the high school program that they had pursued, approximately three fourths of the sample interviewed said "yes."

When anticipated plans were compared with actual plans based on the categories (1) military service, (2) work plus part-time school, (3) work only, (4) attend business or technical school, (5) attend junior college or college, it was found that approximately 60 percent of this group were presently fulfilling their plan (see Table 72). It may be seen that the college bound group again proved to be the most predictable group with 90 percent of those who had indicated earlier that they would go to college actually pursuing a college career. Seventy percent of those respondents who indicated "work only" were found to be fulfilling their earlier plan, making this the next most predictable group.

For the purpose of selecting subjects for film modules on "work," the first and second follow-up interview sample was divided into groups that corresponded to occupations entered by the recent graduates. These occupations included nurses aid; sales person; receptionist; clerk; secretary; keypunch operator; messenger; draftsman; garage man; laborer; technical, chemical, electrical, mechanical, and medical laboratory assistant; library assistant; and electrical and machinist apprentice.[31]

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[31] The Project conducted considerable research on detailed job descriptions, the present demand for these jobs, and the higher level jobs in the occupational areas identified.

TABLE 71

TYPES OF ENTRY LEVEL JOBS HELD BY SECOND FOLLOW-UP SAMPLE TEN TO ELEVEN MONTHS AFTER HIGH SCHOOL GRADUATION

Type of job	Number
Professional, technical, and kindred	
Draftsman	1
Guitar instructor	2
Clerical and kindred	
Stockboy, tool room control clerk	2
Dairy store clerk, sales clerk, counter girl, food market trainee	9
Fuller brush salesman	1
Secretary	6
Clerk-typist, file clerk, stock control clerk	7
Insurance claims processor	1
Keypuncher	1
Newspaper route manager	1
Wrapper	1
Craftsman, foreman, and kindred	
Gas station attendant, manager	3
Service worker	
Busboy	1
Tray girl, nurses' aid	4
Playground instructor	1
Interviewer	1
Laborer	
Brakeman, machine operator, machine sweeper, helper on supply truck, grinder, frameman, finisher	7
Number of students employed[a]	48
Military service	12

[a] Total number of jobs = 49. One student held two jobs.

TABLE 72

12TH GRADE ANTICIPATED PLANS COMPARED WITH ACTUAL PLANS AFTER GRADUATION FOR SECOND FOLLOW-UP SAMPLE[a]

	Actual Plans						
Anticipated plans	Military service	Work plus part-time school	Work only	Business or technical school	Junior college or college	Unemployed	Percentage fulfilling their 12th grade plans
Military service	4	0	1	0	0	1	66.7
Work plus part-time school	1	0	7	2	2	1	0.0
Work only	3	0	14	2	0	1	70.0
Business or technical school	2	0	10	10	6	1	34.5
Junior college or college	2	0	2	0	36	0	90.0
Number of students	12	0	34	14	44	4	

[a]Percentage fulfilling plans: 59 percent.

Had supplementary funds from the Office of Education been made available, graduates who were incumbents of identified types of entry-level jobs were to be reinterviewed to obtain reactions to their jobs and job situation. Interviews were also to be conducted with job incumbents in related but more advanced jobs. The data gathered would then have been analyzed to obtain information on the occupational ladder structure of these occupational areas for the development of film modules on work.

D. Discussion of Results

The results of this study support the hypothesis that consistent and significant differences in behaviors that may condition potential success and failure in coping with the demands of today's school and work environment will be found among 12th grade students in varying community settings. The evidence also suggests that high school students value education and work differently as a function of their educational plans and their community setting. Of these two, community setting appears to be relatively more important in both educational and vocational planning. This discussion will focus on the broad empirical objectives to be derived from the research effort above for establishing specifications for needed guidance materials.

The research, to date, has identified several important behavioral elements related to vocational development and has suggested some working hypotheses on which further research can be conducted and on which criterion development can be based. The behavioral elements discussed individually below will provide the basis for the criterion or test to measure some attainments of vocational development.[37] The behavioral elements identified by the study are:

1. Upon What Does Success After High School Graduation Depend?

An examination of the overall research results suggest that the relationship between the student's perception of his environment and the reality of education and work requirements is not as tenuous as might be expected. In general, students' perception of their economic status, family and home situation, job opportunities, and present level of job preparedness approximates what, in fact, exists. In addition, these students reportedly ascribe to the values of our middle class society, i.e., education, working hard to get ahead, and ability and effort as fundamental to success. They do have knowledge of what is necessary in order to accomplish certain goals; they are cognizant of the values of our middle class society. Where differences do exist, they lie in the credibility gap as to whether their knowledge is, indeed, applicable to them.

Of importance to the longer range goal of establishing career development is the identification of an affective component to the student's self-appraisal of himself in relation to education and work. Students from socially and economically disadvantaged areas are more likely to emphasize the importance of "fate" as an intervening factor in realization of personal

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[32] Although a different approach is used, the research results of Robert Rosenthal (Pathways Project, Harvard University) agree with many of the behavioral elements discussed here.

objectives and intentions than those from more socially and economically favored areas. They are also more inclined to expect failure than the advantaged group but to rationalize the amount of effort they have to put forth in attempting to achieve. This is less true for the more academically able college bound male, regardless of community setting. Members of this group are more likely to believe in their own effectiveness and control over their environment.

Apparent, also, is that students from more socially and economically favored areas are more inclined to expect success and satisfaction in their future activities. This expectation appears to stem from their confidence in their own abilities to meet the criteria of success. It is not known from these results, however, whether students believe that success rests primarily on a social or intellectual base. In addition, the study has not been able to provide specific information on whether or not students are aware of what they might have done to alter the course of their success or failure in school or what they have identified as the major impediments--personal (ability, aptitude), situational (illness, finances), or social (race, religion)--to their educational-vocational progress. Additional information must be obtained on student's attitudes toward and perception of factors inherent in themselves and their environment as it relates to their planning behavior.

The follow-up interview data had indicated, however, that six months after graduation there are considerable differences in educational-vocational progress by community setting. To what extent this is due to the mechanics of the system, individual differences in learning, or other characteristics inherent in the individual or his environment (as mentioned above) can only be determined through intensive study of the problem. What is indicated, however, is that students' fears and concerns about themselves, in relation to their environment, are often warranted. Their perceived forecast of impediments to vocational success and satisfaction, in fact, becomes a reality.

2. Accuracy of Occupational Information and What Work Has to Offer

The research indicates differences in the type and pattern of response an individual makes to characteristics of the work environment. In general, Central City students (predominately Negro) are much more likely to be influenced by personal interaction ("someone I know does this work"), a positive factor in job choice identified and confirmed by other studies. These findings may be explained, in part, by job discrimination for Negroes and lower class white. Or, perhaps, only those jobs familiar to these students through personal communication and/or personal contact are perceived as accessible to them.

Another area of difference was in the kind of information that students have about occupations. Central City males are unlike males from other community settings in their greater expressed need for more information about what skills are needed to get jobs and their relative lack of interest in information on how to get ahead on the job. The heavy Negro majority in this setting may be an explanation for this finding. While the lessening of racial barriers to job entry may now be likely, a wide range of jobs at higher levels was not previously available to these students and, thus, they have no work models for them.

This suggests that for certain subgroups, occupational information inputs must be provided that will not only increase general awareness of occupational areas and job ladders, but teach disadvantaged youth the mores and operational procedures involved in the middle class work environment. It is apparent that the schools must now provide guidance-learning experiences previously provided by stronger family structures for students to whom the concepts of careers and career development is foreign.

3. Reasons and Motives for Choosing a Job

Students' perception of themselves on the subject of job-seeking provides an interesting insight into an affective component of vocational behavior. When faced with the realities that might be encountered in finding a job, few students seem to express any fear that they might not obtain some kind of a job. Jobs are plentiful, employment is low, and today's 12th grader seems aware of these realities.

The difficulties that these students expect lie in the area of adequate job performance and in getting the job they would like to have. On what basis does the employer decide whom he will hire when he has a great many applicants for the job? This question seems foremost for the less socially and economically favored. According to the data, it is these students who are most likely to take the first job that comes along or is suggested to them.

The question of how to best resolve the decision process that comes about when they are actually offered a job seems foremost for the more socially and economically favored groups. If jobs are abundant, how can they be sure that a better one might not be offered tomorrow? Again, these are pragamatic issues. Occupational information inputs must be provided which at least recognize the strategy of the labor market. The foregoing seems to imply the need for a different quality of guidance--one that takes into account the affective component of vocational development, including the attitudes and feelings of the student toward his own self-development in relation to his educational progress and future planning. Recognizing the nature of today's student and today's employment milieu will be an integral part of preparing a new generation of guidance programs.

4. Satisfaction that Work Will Provide

Differences in the way secondary school students value work are noted according to their choice of job incentives which influence their job satisfaction. The results suggest important behavioral differences that separate not only the less socially and economically advantaged groups from the more socially and economically advantaged groups, but the noncollege bound from the college bound. Major differences are found according to individuals who place considerable emphasis on a work environment and work process which allows for autonomy and individual achievement (self-realization) and those who place considerable emphasis on work environment elements in which the worker's rewards are physical, monetary, or social.

Security in the form of a seniority system (recognition of years of service in a well structured and organized work situation) is a factor that influences the Central City group and reflects their value of work. In this respect, they are similar to noncollege males and females who exhibit these same tendencies. Material security in the form of pay, as well as working conditions, seems most important for the noncollege male, an understandably practical point of view for this group which may become heads of households earlier than the others. The Mt. Ivy and Suburban Projects group place considerably more emphasis on self-actualization aspects (i.e., relative freedom to develop ideas; a creative environment; promotion on the basis of merit; opportunity for advancement to more responsible work). The college groups place more emphasis on the self-actualization factors as being relatively more important to job satisfaction. Material security and status are important values that separate not only the less socially and economically advantaged groups from the more socially and economically advantaged groups, but the noncollege from the college female as well. The college male appears higher on the scale of material security; the college female higher on the scale of status. In fact, the college female differs significantly from other groups in her valuing of status as an important factor in influencing her job satisfaction.

The noncollege male and female groups display more positive attitudes than the college bound groups toward personal security as opposed to self-realization. Also, the noncollege female group places less emphasis on status than her college bound sister. The noncollege male, however, parallels the college male in his interest in material security. Parenthetically, male interests in material security could easily be explained as a manifestation of the culturally determined role of the male in our society.

When factors that influence job satisfaction are examined by community setting, the differences discussed above, i.e., self-realization versus personal security, are reinforced. When the percentage of students attending college is broken down by community setting, the results would directly parallel the order in which the community setting group centroids appear in discriminant space with the Mt. Ivy (self-realization) group contributing the greatest percentage to the college population and the Central City group (personal security) contributing the smallest percentage.

It can be hypothesized on this basis that high school seniors value jobs differently as a function of their educational plans and their community setting. Of these two, community setting seems to be the most powerful determiner of work values as well as educational plans. Occupational information inputs must take into consideration the need for introduction of self-appraisal data that includes individual differences in values as one of its major components.

5. How the School Experience Fits into the Pursuit of an Occupational Goal

The data gathered in the course of this effort has not been productive in describing how the individual sees his school experience fitting into the pursuit of his occupational goal. Additional kinds of data are needed in order to determine whether the student sees the connection between his school experience and the adult work environment in terms of: (1) needing the degree for the job with training to be on the job; (2) doing well in school in order to have the credentials to go on to another school which will give him additional training to get a job; or (3) whether he sees the school as currently teaching him basic skills which equip him directly for a chosen occupational or a career path.

Indications are that the students from more socially and economically advantaged areas are better satisfied with what they did in school in preparation for work than those from less socially and economically advantaged communities. The former group is more likely to go on to school just to broaden their knowledge after they have worked for a while than the latter group. How students value education is an important consideration in motivating them toward better educational planning.

Additional information must be gathered on whether the dissatisfied student thinks there are things that he should be learning but is not, and whether he sees this as a function of social or racial prejudice. Does he believe that the teachers teach? That they are fair? Does he ascribe his difficulties to himself because he is lazy or stupid, or is he "down on the whole system?" These questions must be answered prior to development of informational inputs for the component area of education.

The objective of the research activities was to discover some of the behavioral elements that underlie the vocational development of secondary school youth. The elements suggested above must be considered as only a few of the behavioral elements important to establishing the total range of objectives for a guidance program. As with most research endeavors, it should be understood that the present study of vocational development is not exhaustive and certainly whole basic areas may have been overlooked.

It should also be recognized that any statement of broad general objectives, based on these behavioral elements, should be supplemented by a set of specific learning objectives for students at various grade levels. The empirical data gathered and the behavioral characteristics described above have, however, served the purpose of focusing the rationale and development efforts of the Project so as to make them both practically and theoretically productive.

IV. DEVELOPMENT OF MEDIA METHODOLOGY

The Project's multimedia communications model is based on the assumption that audiovisual presentations can serve as stimulus material to bring about a greater degree of awareness on the part of the student; that as a technique for increasing awareness of self or education or work, the audiovisual stimulus, reinforced by group discussion, could well accomplish for a group what otherwise may take hours of individual counseling and guidance. In addition, it is believed that the Project's proposed communications model can dramatize more completely what otherwise could only be referred to obliquely and tangentially in a lecture.

A. Experimentation with Audiovisual Media

Recognizing that new learning techniques are essential, the Project engaged in a program of experimentation with audiovisual media for communicating career concepts to determine its effectiveness from a methodological point of view. Two primary media were utilized in producing materials to be incorporated in an instructional system for guidance: slide tapes and films. Both the slide tapes and films were designed for use with groups of students rather than for individual use. Both were based on extensive research of the target population (secondary school youth), and consideration of: (1) their perception of the value of education; (2) their value of and satisfaction in work; and (3) the type of occupational or career information they said they would like to have.[33]

It was recognized early that the concepts and materials would have to reach a heterogeneous population. Because of the psychosocial factors involved, it was felt that boys and girls may view the materials differently as may rural and urban youth, the Central City Negro and the white suburbanite, the student attending the small school and the one attending the large school. Each group may contribute certain environmental factors that would need to be investigated in the course of the study to determine and prescribe which materials and procedures would be appropriate for communicating with specific populations.

Conceived as resource materials for the Project's conference on Occupational Information and Vocational Guidance, the first slide tape produced was titled "Who Points the Way?"[34] The objectives of this audiovisual presentation are: (1) to demonstrate the need for effective career guidance materials in a complex society; (2) to demonstrate how youth are introduced to work in primitive societies; (3) to demonstrate that work and society are becoming increasingly complex, hence creating new social needs; (4) to identify some new techniques and methods for communicating occupational information; and (5) to raise the question of how these new methods may be used effectively for vocational guidance.

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[33] See Section III.

[34] Specifications and scripts for the slide tapes and film modules are available at the Project office.

In an early attempt with audiovisual materials, an experimental effort was made that focused on the value and satisfaction of work depicted by the life style of an individual as projected in his work. In terms of stimulating interest and motivation in the student, the question arose as to whether an appropriate presentation would be to show an individual from dawn to dusk, from the time the alarm clock went off in the morning to the time he went to sleep at night. Another consideration was whether the particular job chosen for the film presentation would facilitate or interfere with the fundamental concepts of work to be communicated. An attempt was made to select a job that represented a simple form of work, but one in which all the important elements of work could be found. The occupation of clamdigger was chosen as the model of work because it was felt that it would provide a neutral stimulus due to its remoteness from the experiences of most youth.

The slide tape on the clamdigger was produced to verify the methodological approach of a slide tape presentation and to show some basic concepts of what a job is and the life style presentation of work. When the material was viewed by various professional groups, the question of face validity was raised. Would it serve a more useful purpose to use an auto mechanic or some other job more common to many geographical areas?

A slide tape prototype on a factory worker that utilized the model described above was then produced. The prototype, "Man at Work," is based on a functional job analysis model that combined concepts of life style and People, Data, Things analysis of work. An attempt was made to present a person who is fulfilling a complete life style and to determine the type of satisfactions that result from his work plus some of his goals and aspirations. The objectives of this presentation are: (1) to identify the three basic components of work, i.e., People, Data, Things; (2) to demonstrate the skill requirements that exist in work; (3) to demonstrate the training requirements that exist in work; (4) to identify the interpersonal and supervisory relations that exist in work; (5) to demonstrate that work allows a person to fulfill a life style; (6) to demonstrate the satisfactions that result from work; and (7) to state respect for work as well as value in noncollege careers.

A third slide tape, "The Drifters," was an attempt to explore the communication of different kinds of themes and messages with slide tape sequences. The objectives of this presentation are: (1) to identify the problems young people face in trying to get jobs and build careers with limited resources; (2) to demonstrate the life style of the drifter group; and (3) to attempt to portray the drifter's attitude toward school and work and his reasons for leaving the school system. It was hoped that this effort would elicit questions for student discussion as to what happens when the drifter leaves the academic world and becomes part of the adult society.

On the basis of these preliminary endeavors, it was concluded that the audiovisual approach was both feasible and responsive. That is, students viewing these films did react with lively, thought provoking discussion.

While the methodology being developed for communicating career concepts is generally accepted, there remain many questions regarding the use of media. Should slide tape presentations be used to allow the student to provide his own closure to the message being communicated? Is this medium most suitable for content that has discrete elements that can be classified, e.g., skills required on a job--pushing, pulling, hauling, handling? Are motion pictures more realistic and more satisfying to the viewer, thus, providing greater closure to the film sequence? Is this medium most suitable for content in which movement is important to communicate the idea, e.g., the temperament of an individual, the quality of performance? The answers to such questions lie in the realm of continued and future research.

B. Development of Content and Objectives for Modular Materials on Self

Plans for the first film effort included a series of brief film modules showing a "typical" day in the lives of recent high school graduates who had been identified in the course of the first follow-up interview.[35] In a general sense these modules were designed to transmit information on individual differences.

The film modules have as their objective to make the 12th grade student aware of the real world outside of school and to start him thinking about his post high school behavior and upon what his success and satisfaction in the adult world depends. Conceptually, it was felt that students should be sensitized to the fact that the adult world is in the immediate foreseeable future; that the adult environment is relatively more unstructured than that of the school environment; and that there are individual differences in the way youngsters who have just graduated cope with the adult environment. The materials were to be designed to: (1) communicate to the student differences among individuals and how they are behaving in the adult environment; (2) help the student to identify and recognize the requirements that are essential to the adult environment and that he will have to face; (3) help to provide him, through discussions in the classroom, with an appraisal of himself in relation to these requirements; and (4) afford him a better opportunity to become aware of characteristics inherent in the individual or his environment that enter into his decision-making.

In order to communicate this message, the following film presentation components were utilized by the film producers in deciding what film sequences should be included in each module.

(1) Critical incident interviews.

Two interviews were to be presented on film with either the subject's parents, supervisors, teachers, or counselor presenting their view of the subject.

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[35] See Section III, 2.

(2) Physical environment in which subject spends majority of his time.

The physical environment in which the subject spends the majority of his time when on the job and when off the job would be depicted.

(3) Social environment in which subject spends majority of his time.

The social environment in which the subject spends the majority of his time when on the job and when off the job would also be shown on film.

(4) Work and leisure-time activities at which subject spends most of his time.

The activity, or activities, in which the subject is engaged the majority of his time when on the job and when off the job would be graphically portrayed.

(5) Subject presenting personal opinions about himself.

These film sequences present the subject engaging in a monologue-type discussion of how he views himself and his probable success in life.

Six of the proposed film modules, running 8 to 15 minutes in length, have been produced by Metropolitan Television Station, WQED, for the Communication In Guidance Project. The subjects of the film modules are:

Kathy, a 17 year old high school graduate, white, "Milltown" resident, unemployed, with secretarial skills.

Leanna, an 18 year old high school graduate, Negro, "Milltown" resident, employed in a garment factory operating a power sewing machine.

Donna, an 18 year old high school graduate, white, "Central City" resident, employed as a secretary.

Donald, a 19 year old high school graduate, Negro, enrolled in a two-year post high school "scientific helper" course, "Central City" resident, unemployed.

Richard, an 18 year old high school graduate, white, "Suburban Projects" resident, employed in an industrial apprentice program.

The sixth film module constitutes re-edited footage (segments of varying lengths) assembled from the first three film modules produced. An attempt was made to select segments that reinforce concepts of self and education as introduced in the original modules.

Pretesting of the first two modules with selected students indicated that: (1) the materials do stimulate interest, (2) they do focus attention on the component parts of work, education, and self, and (3) the media used does provide a workable communication device. It would appear, that while the areas of self and work are communicated through the modules, the area of education is somewhat unclear to the viewers.

Although the specific content focuses on self, education, and work, the materials are designed to appeal to the currently existing personal value structure of noncollege and disadvantaged youth and to help these students think about the necessity for making decisions. When the film modules are used in conjunction with supporting materials and the concepts are reinforced through practice, the student will acquire ideas about his own behavior and become aware of some of the consistencies and inconsistencies in relation to his own plans and intentions.

C. Conceptual Development for Content and Objectives for Modular Materials on Education

To determine the content and specifications for materials needed to measure "education," a collaborative effort was arranged between Pathways Project at Harvard University, WGBH Educational Foundation in Boston, and the Communication In Guidance Project. Pathways Project, through their own research efforts, had considerable interview data on disadvantaged white and Negro boys in junior and senior high schools in the Boston area.[36] For purposes of the Project's study, the subjects selected from this group represented the particular educational problems of these boys. A general objective for the film attempt would be to describe the detected behavioral pattern predictive of the dropout on the basis of the large amount of data obtained by Pathways Project's interviewers and, thus, to develop film sequences that may be indicative of syndromes of successful and unsuccessful adjustment to the school and its environment.

It was decided that the first phase of the effort should result in portfolios on two subjects that would contain still photographs, interview transcripts, and a story line for a later film module.

The two subjects on whom portfolios were developed are:

Rico, a 13 year old 10th grade student, enrolled in a printing course in a technical high school in the Boston area.

Louis, a 15 year old 10th grade student, enrolled in the business program of a general high school in the Boston area.

When the films are produced, they will be designed to make students more aware of educational and individual differences in the behavior of those students who are benefiting or not benefiting from their high school program.

D. Conceptual Development for Content and Objectives for Modular Materials on Work

High school graduates holding differing types of entry-level jobs will be interviewed to obtain their reactions to their jobs and present place of employment and factors of satisfaction and dissatisfaction in their work situation. Interviews will also be conducted with job incumbents in related, but more advanced jobs, to obtain information on the job ladder structure of these occupational areas.

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[36] Pathways Project, Progress Report (September, 1965 - November, 1966), Harvard Graduate School of Education, Cambridge, Mass.

To reinforce, in more specific terms, the sequences on work activities initially developed by the film modules described above, the Project will develop audiovisual materials depicting the types of jobs held by the selected sample of graduates interviewed and by job incumbents in higher level jobs in the same occupational area. The behavioral outcomes expected to result from the use of materials are:

(1) That students should be able to identify the multiplicity of kinds of interest satisfied by jobs (e.g., like to work with people, like to work outdoors, like to work with things and equipment, like to work alone, like to work with data and information).

(2) That they can identify the various job ladder or career progression possibilities of given occupational areas.

(3) That they can hypothesize concerning the highest level at which they eventually see themselves working in an occupational area of their own choice.

(4) That they can identify the major factors influencing satisfaction from the jobs (e.g., monetary, social status, security, and self-realization).

(5) That they can identify the range and scope of capabilities required by the jobs (e.g., focusing a microscope, scaling a drawing, deciding upon the proper statistical routine, developing an approved approach to customer service).

(6) That they can identify and relate to their own pattern of behavior the behavioral requirements of the job (e.g., relationship to authority, prescribed versus discretionary requirements).

In summary, the research efforts described above resulted in the development of nine draft experimental audiovisual presentations that are basic informational elements of a new type of guidance curriculum. It also resulted in specifications for additional presentations. Additional development efforts are needed to complete a testable curriculum package. These would involve the specification and production of necessary informational materials and supporting materials including teachers' manuals, student workbooks, programmed instruction, and simulated exercises. Consideration must also be given to the method by which this curriculum package could be introduced and become an integral part of the total school program.

Problems of this nature will be investigated and reviewed in the continuing phases of the Project's endeavors.

V. PLANS FOR FUTURE RESEARCH

A. Development of a Prototype Guidance System

The Communication In Guidance Project is geared toward a career development instructional system that will test the feasibility of a behavioral model. The research activities previously described and the concepts and materials produced and tested reflect the current stage of the system's development.

As a next step, three types of materials will be developed and incorporated in an experimental multimedia guidance system for preliminary testing in the schools. These materials will include: (1) additional basic informational materials to teach concepts important to career planning; (2) ancillary materials to stimulate and reinforce student involvement and training materials for use with the materials in the school; and (3) criterion measures.

1. Basic Informational Materials

In proceeding with the development of a sequence of guidance curriculum units, a list of general objectives will be provided for each unit based on the behavioral elements identified through research activities. Specific objectives and specifications for the individual elements to be contained in each unit will then be developed. Once the behavioral objectives are specified, the type of media and methodology of presentation most appropriate to the objectives will be outlined. Keeping the specific objectives in mind, the content of the media will be determined by empirical research.

As a result of this curriculum development effort, new materials will be added to the prototype system that will cover a specified period of the school year.

2. Ancillary and Training Materials

A number of ancillary materials need to be developed that will include provisions for stimulating student involvement. These materials will reinforce the concepts and ideas originally presented and will determine how the materials will be used in the school program. A basic training material component would be an experimental manual that would present the philosophy and approach of the Project's guidance system, the procedures used in the development of materials, description of student responses, and preliminary testing reports on the use of the materials by teachers and counselors with school populations in various community settings. Such a manual would require the design of a method for using the materials appropriate to the local situation, and further the outlining of types of data to be reported as part of a field-testing procedure. A report on how other existing materials would be used would also be supplied. To make the system operationally effective, in-service materials would have to be made available for training of school personnel.

3. Criterion Measures

A number of alternate indices to measure the effectiveness of the behavioral elements outlined by the Project will be used in various stages of the research to differentiate students in relation to their educational and vocational planning and career development decision-making process. Several of the indices to be considered are discussed below:

(1) As part of a preliminary testing procedure, students who have been exposed to the materials will be asked to provide their reaction; the reaction of the teachers and counselors who used the materials will also be obtained.

(2) A criterion measure will be constructed to assess the students' knowledge of the concepts communicated and their skills of application. As part of the criterion refinement procedure, the initial set of items used will be administered to a sample of students not previously exposed to the materials to determine how much of the material is already known to them.

(3) Other evaluation measures currently available will be considered for use in this research and incorporated directly or modified as necessary.

(4) Anecdotal records of changes in students' behavior will be obtained to provide a better understanding of the areas of behavioral change affected by the use of the Project's materials.

Such indices would provide a means of understanding the process by which educational impediments relate to conditions in the personal, educational, or social environment of the student. If successful, the information obtained can be used to interrelate with the development of materials for students who are potential dropouts.

B. Target Populations

The multimedia instructional system,based on the Project's behavioral model, will be introduced initially with junior high and secondary school students. Project efforts, while concentrating on this population, will explore the appropriateness of specific elements of the curriculum materials and procedures for different noncollege subpopulations recognizing the interrelationships among student, family, school, and community.

Grade level appears to be a variable to which student response differences may be attributed. Based on extant literature, 8th and 12th grade students face a critical transitional period in their educational and vocational lives and are, therefore, prime examples for the present research. Since males and females have somewhat different occupational interests and goals, the factor of sex differences will also be taken into account. Additional variables to be considered are those of race, socioeconomic status, and ethnic group membership. Although each of these variables must be considered in the research effort, it is unknown at this time whether these variables will, in fact, be differential and appropriate for later implementation and utilization.

In addition, geographic location and community setting will be considered. Although such factors are complex, differences described by these gross indices could provide important indications of how the materials and procedures may best be developed to meet a wide range of requirements in different locales.

C. Field-Testing

The school personnel from each junior and senior high school to participate in the field-testing of the Project's guidance system will take part in appropriate workshops and in-service training programs designed to meet the needs of the particular school system. Participants from each school will include school administrators, counselors, curriculum specialists, and teaching personnel.

The goals of the workshop will be: (1) to insure familiarity with the media and curriculum materials; (2) to provide in-service training for the use of the various instructional approaches in particular school programs; and (3) to insure understanding of the need for maintaining research data.

The instructional guidance system will be tested in specific school environments as part of the school or training curricula. Data on the materials and instructional strategies will be obtained and analyzed to gain insight into how students learn vocational behaviors, conditions under which this learning may take place, and how the guidance system may best be integrated into the total school program.

In the experimental tryout at the local school level, the existence of a two-edged requirement must be recognized: (1) to provide educational and vocational assistance to meet the needs that the student should have "now," and (2) to carry out the necessary research to insure that the materials developed (a curriculum "package") and the suggested instructional strategies for a particular school system are sound and responsive to the longer range goals designed for that school's objectives.

VI. IMPLICATIONS OF THE RESEARCH

Some of the most fundamental impacts of the rapid technological and social changes on the attitudes and career aspirations of young people in the United States today are at the same time the most subtle and elusive. Equally difficult to determine are the effects of discrimination and economic deprivation on the perception of social and occupational roles. The problem facing guidance is one of reaching a new and questioning generation with information that is both understandable and meaningful to them in terms of their own lives. To insure that youth be exposed to the vital information they need to help them formulate meaningful and realizable goals, the schools should assume more and more of the responsibility for organizing and integrating guidance content and processes into all aspects of the total school program.

The research issues raised by the efforts of the CIG Project hopefully reflect an emerging breakthrough in the development of communication techniques that can be implemented in the school curriculum and applied for the purpose of motivating and guiding the vocational behavior of youth. Traditionally, however, career development efforts have concentrated on training more effective guidance counselors and developing better guidance techniques. The CIG Project results suggest, without minimizing these traditional efforts, that an increased emphasis should be placed on the need to train students to be better learners and to concentrate on developing learning techniques. It is the recommendation of the Project that this increased effort involve both teachers and guidance counselors in helping students learn how to make better educational and vocational decisions.

The significance of the Project's developmental work on a new kind of guidance system takes on specific importance for the problem of shaping the career aspirations of ghetto and slum area youth. These are the youngsters who have not been reached by traditional methods of guidance and to whom the concept of decision-making is foreign. For this type of student, in particular, a purposeful attempt must be made to teach some of the mores and operational procedures involved in the middle class culture.

In addition, the guidance system under development must consider not only needed research but also administrative and political considerations necessary to effectively implement a career development approach for high school students--particularly those who are not college bound. The need to introduce and continually reinforce the students' involvement in the career development process appears axiomatic. Should this be accomplished through a formal training program as part of the curriculum? Should the process of fostering individual awareness and decision-making be an integral part of the guidance curriculum, social studies curriculum, or the vocational education curriculum? Who should assume the responsibility for integrating new concepts of vocational guidance into the curriculum--the State Department of Education, the local school authorities, the curriculum specialist, the counseling and guidance departments? In the final analysis, we must provide the individual with those educational experiences and exposures that will strengthen his ability to make decisions regarding educational and vocational planning.

APPENDIX A

RESEARCH ISSUES AND HIGHLIGHTS OF THE CONFERENCE

In reviewing the conference proceedings, I find many specific reactions to the fine set of papers presented by the participants. There are, however, several over-riding issues which appear to me to have been clearly identified by these presentations, reactions, and comments. In the following pages I will attempt to present and explore these issues and discuss their significance in terms of needed research. The presentation will draw on the papers, summaries of the discussion, and transcripts of the conference proceedings.

In general, the important themes running through the conference can be identified and grouped as follows: (1) taxonomic structure for occupational information; (2) special subpopulations and career guidance; (3) development of new counseling techniques; and (4) the role of the counselor in the curriculum.

A Taxonomic Structure for Occupational Information

Considerable attention was paid to the question of how to broaden the intellectual base on which new kinds of occupational information would be structured. It was generally agreed that students not only need occupational information but they need more accurate and comprehensive information than was provided in the past.

Questions were raised as to new concepts that must be introduced into the categorization of occupational information--concepts relevant to the vocational choice perspectives of youth. Special attention was focused on the need to formulate an occupational classification system within an explicit developmental theoretical framework. The contribution that vocational development research has made to the technology of occupational information usage was acknowledged but the lack of contributions from behavioral research to the problem was recognized.

Various research strategies related to this area of study were presented.

(1) Development, use, and evaluation of conceptual schemes of the organized world of work. Imaginative formulation of conceptual schemes of the work world such as those utilized by the new *Dictionary of Occupational Titles* and systematic testing of the usefulness of such occupational information techniques for vocational guidance and counseling must now be undertaken. Determining which techniques will work, which will not work, and with whom becomes an important research question.

(2) Empirical testing of occupational information materials. Materials such as Lifton's Widening Occupational Roles Kit[1] and Katz' combined text workbook, You: Today and Tomorrow[2] are presently available for designated grade levels. But there is great need for the development of many more materials appropriate to various grade levels. More importantly, these materials need to be tested in the setting for which they were intended.

(3) Study of the affective as well as the cognitive dimensions of occupational information. In communicating occupational information, counselors have operated as though the individual could rationally process the information provided. During the conference it was stressed that insights might well come from investigations of psychological (i.e., motivational and perceptual) aspects of information processing. The design of occupational information techniques should recognize that the student must begin to understand his affective responses before he can begin to build cognitive reactions in making vocational choices and decisions. In view of the great gap in our understanding of motivational and perceptual behavior, the question of attitude and predisposing sets can only be approached on the basis of meager theory and conjecture.

(4) Application of behavior modification techniques. Principles of operant learning and reinforcement, when applied to the guidance situation, should lead to a search for facts and result in investigation of cause-effect relationships in counseling. This technique permits the empirical testing of important behavior modification variables.

(5) The determination of the learning structure of occupational information in terms of the matrix of concepts, rules, principles, and problem-solving behaviors important to vocational development. It was noted that a creditable theoretical framework of types of learning should prove invaluable in designing occupational information materials. The hypothesis is that in responding to stimulus materials based on the learning process, the individual will not only be able to assimilate the concepts and paradigms presented by the materials, but will also be able to acquire new skills of application important for vocational choice. Materials based on this theoretical approach can be designed to assist the student in acquiring a hierarchy of capabilities relevant to vocational decision-making.

In summary, guidance content must be structured to include the important concepts to be communicated, the objectives to be realized, and the appropriate learning sequence of the materials. The general methodological consideration that underlies this proposed structure is that of a systems approach to guidance and guidance activities.

[1] Walter Lifton, Widening Occupational Roles Kit (Chicago: Science Research Associates, Inc., 1964).

[2] Martin Katz, You: Today and Tomorrow (Princeton, N.J.: Cooperative Test Division, Educational Testing Service, 1959).

Special Subpopulations and Career Guidance

Another major issue discussed at the conference was the lack of theory and empirical research applicable to disadvantaged youth. There was general agreement that this lack of relevant theory is one of the primary deficiencies in the development of counseling and guidance materials that effect the vocational decision process of these youth. Generally, these are the students who are less motivated and are more likely to become school dropouts. Occupational information and present guidance systems have been relatively ineffective for this group. Research cited points to the fact that the disadvantaged are often blocked by the psychological barrier of their expectations of failure and concommitant feelings of guilt. These findings must be carefully considered in the development of new guidance systems.

It was noted by many conference participants that work has a different concept to the disadvantaged. Many of the hypotheses concerning lack of readiness for vocational planning and lack of ability to delay gratification of this subpopulation are clearly amenable to research. It was pointed out several times that a completely new technology of motivating the disadvantaged must be developed. Questions raised were: (1) How can we not only expose the disadvantaged child to the world of work, but also give him a prescription of how to get there? (2) Would it serve an advantage to "teach the test" to the older disadvantaged youth in that the test is necessary to get him outside of his culture? (3) Can simulation techniques be used to teach disadvantaged youth how to master the means of getting a job and how to face the test-taking situation? (4) What are the major psychological and sociological impediments to the educational-vocational development of the disadvantaged? These questions can only be answered on the basis of thorough investigation of the problem.

Another point of view stressed that before new guidance programs are instituted for the disadvantaged, better trained counselors must be provided for their schools. Educational statistics show that beyond a doubt the better qualified counselors are being sent to the better high schools. How to solve this inequity remains a problem.

Considerable discussion centered around another group frequently neglected in the pressures of getting students into college. This group consists of students who do not intend to continue their education immediately and are motivated toward seeking employment directly after high school graduation. As yet, there is little evidence on which to base the possible relation between reading level, format, focus, content, and mode of presentation of occupational information and the desired effects of these variables upon the level of occupational knowledge of this target group.

A third subpopulation identified by the conference which has been neglected in vocational guidance literature is one that is biologically, psychologically, sociologically, and educationally different--the female. Recent Labor Department reports indicate that the girl who leaves the world of work for marriage and a family often re-enters the labor market after 35 years of age. If this pattern continues, women need training even though they will not use it immediately, and they need a different kind of guidance from boys who formulate their career plans and go on to fulfill them immediately.

Based on the hypothesis that subpopulations are an important variable in communicating occupational information, it is, thus, necessary to determine the extent to which guidance materials being developed are generally sensitive to the vocational problem of the defined subpopulations.

Development of New Counseling Techniques

The introduction of new technologies in education (computers, television, audiovisual media) has influenced the development of new systems for counseling and guidance. In general, these systems fall into two groups: (1) the development of computer technologies to model the counseling process and apply appropriate measurement methodology for determining what information should be provided to a given student and (2) the development of basic guidance materials designed to effect the learning process and develop decision-making skills. Theoretical and methodological considerations on which these various approaches are based are often quite dissimilar.

Reliance on probability models (e.g., regression analysis and discriminant analysis) for computer-based guidance systems is likely to continue and perhaps grow. Suggestions for new emphasis in such investigations include: broadening the data base used by these systems to include additional kinds of information on education, training, and jobs as well as expanding the personal data file on users of the system; devising dialogue systems for use with computers which permit freely constructed questions; and developing training techniques for counselors which will enable them to interpret the computer print-outs of probability information profiles.

Several participants expressed the opinion that a prediction system approach to guidance is of little help to the student in learning to make choices because it precludes improvement in decision-making skills. On the other hand, it may result in greater homogenization of the population in any given occupational area as it encourages choices to be made on the basis of best chances of success. When self-appraisal data such as individual values are introduced as part of the system, compromise becomes an important element in the making of choices. Thus, compromise, i.e., choice between competing values, becomes an important determiner of the utility of the decision for the individual. This approach suggests that improved exploration of values on the part of the individual and his use of an internally consistant value system in decision-making should be a major objective of any guidance system.

The contributions of learning models to guidance will probably be exploited greatly in the future. Furthermore, learning-education as an approach to vocational guidance may yield insights as to appropriate guidance and counseling techniques and methodology for their use. The application of learning principles to changing behavior and motivating individuals toward readiness for vocational planning has scarcely been explored despite reasonable expectations that it might contribute to our knowledge of vocational development.

A new technique which appears to have potential for increasing the capability of students for making career plans is that of experimental career games. These games provide a simulated environment in which students experience cause-effect relationships and the knowledge that choices have consequences. Questioning the validity of the new technique, one participant advanced the consideration that it is difficult to determine what is actually transferred from the gaming experience to real life planning situations.

We have just begun to scratch the surface in the development of new counseling tools and techniques. How to communicate occupational information is as little understood as what to communicate. However, the casting off of assumptions as to what kinds of occupational information are appropriate and what media may best be utilized is long overdue. Many of the questions raised by these issues are highly researchable and may be reduced to practice and test.

The Role of the Counselor in the Curriculum

Although the role of the counselor in the curriculum was not a primary subject of the conference, many of the ideas expressed during the conference were tangentially related to this issue. Thus, it seems appropriate to devote space to a short review of some opinions brought forth. For instance, it was proposed that counselors should be instrumental in building the concepts of career guidance into the curriculum, while at the same time, they must plan carefully for the use of community and industrial resources available to them for vocational guidance. This planning should be done on a continual basis to insure the current status of such resources. It was suggested that counselors must be fundamentally concerned with assisting students in working out for themselves their own personal meanings of work as they relate directly or indirectly to their total life picture, while on the other hand they must plan a series of exposures that will enable students to become realistic about work, education, and leisure time.

Where does the counselor "fit" in terms of the innovations and changes that are currently taking place in the total complex of education? How can his function and the scope of his activities be evaluated? Efforts at defining the role of the counselor in the curriculum should be aimed at describing the range of activities that might be construed as curriculum activities and then deciding which, under given circumstances, may be appropriately assumed by the counselor. Conviction that action is necessary should not lead to neglect of probing of the problem and investigation of alternative hypotheses.

What was suggested, then, is that guidance systems under development must consider not only needed research but also administrative and political considerations necessary to effectively implement a career development approach for high school students--particularly those who are not college bound. The need to introduce and continually reinforce the students' involvement in the career development process appears axiomatic. Should this be accomplished through a formal training program as part of the curriculum? Should the process of fostering individual awareness and decision-making be an integral part of the guidance curriculum, social studies curriculum, or the vocational education curriculum? Who should assume the responsibility for integrating new concepts of vocational guidance into the curriculum--the State Department of Education, the local school authorities, the curriculum specialists, the counseling and guidance departments? In the final analysis, the question remains: How can we provide the individual with those educational experiences and exposures which will strengthen his ability to make decisions regarding educational and vocational planning?

It seems logical to assume that a total society involvement may well be needed for aiding the student in his career development and that the best method of reaching him while he is still in school is through the formal educational process--the curriculum.

APPENDIX B

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A

COMMUNICATIONS IN GUIDANCE PROJECT

OCCUPATIONAL INFORMATION SURVEY

UNIVERSITY OF PITTSBURGH/AMERICAN INSTITUTES FOR RESEARCH

A. *Complete this information:*

1. Your name (PRINT) ____

2. Your address ____

____

3. Your birthdate (month, date, year) ______________________

4. Are you a boy or girl? (CHECK) Boy ___ Girl ___

5. Your grade ________

6. Your school ____

7. Your room ________

8. Sign your name ____

B. *Answer these questions:*

1. What kind of job would you like to get when you finish school?

(WRITE) ____

2. In order to get this job would you have to (CIRCLE THE LETTER IN FRONT OF THE BEST ANSWER):

a. Go to college

b. Go to business or technical school

c. Graduate from high school

d. You could leave high school before graduation and get this job

3. On your first full-time job after you leave school, how much do you expect to be paid? (GIVE EXACT AMOUNT)

$________ per (CIRCLE ONE):
hour
day
week
month

C. *Fill in these charts by writing in the blanks:*

1. Fill in this chart for all members of your family who live with you who are 18 years or older.

	How is each person related to you? (example: mother, brother, step-father, etc.)	Currently employed? (example: full-time, part-time, unemployed?)	What is their occupation if employed? (example: plumber, waitress, store owner)
a			
b			
c			
d			
e			
f			

2. Do you now have a part-time job for pay? (CIRCLE THE LETTER IN FRONT OF YOUR ANSWER):

   a. No, I do not have a part-time job.

   b. Yes, I have a part-time job.

3. If you are working now at a part-time job, fill out this chart:

Name of company you work for	What you do	How much you are paid	How long you have been working

4. What are your plans? (CIRCLE THE LETTER IN FRONT OF THE ONE BEST ANSWER.)

   a. Go to junior college or college full-time after graduation

   b. Go to business or technical school full-time after graduation

   c. Go into military service after graduation

   d. Go to work full-time after graduation

   e. Go to work full-time after graduation and go to school or college part-time

   f. I will leave high school before I graduate

If you are planning to go to school or college full-time after graduation, answer all the remaining questions about work for the work you expect to do after you complete your education.

D. *Answer these questions by putting a circle around the letter before the one best answer:*

1. Right now, in my school work, I am:
   - a. Working as hard as I can
   - b. Working just hard enough to get by
   - c. I haven't thought about how hard I am working
   - d. Not working very hard at all
2. Do you regret not having worked harder in school?
   - a. Yes
   - b. No
   - c. I don't worry about it
3. Everybody knows about where they stand in ability. Do you feel that your ability is:
   - a. Below that of the average student
   - b. About equal to that of the average student
   - c. Better than that of the average student
4. What do you think about education after you graduate high school?
   - a. I am going to college or technical school, etc.
   - b. I am not going because it costs too much
   - c. I am not going because my grades are too low
   - d. I am not going right away but I will if I can
   - e. I am not going because my family doesn't want me to
   - f. I am not going because I'll have to go to work
5. Which of the following best describes your family's finances?
   - a. Barely able to make a living
   - b. Have the necessities
   - c. Comfortable
   - d. Well-to-do
   - e. Wealthy
6. Which of the following best describes the place you live?
   - a. A home your family owns
   - b. A rented house
   - c. A rented room or apartment
   - d. A trailer
   - e. A home for children

7. How would you describe your present general health?
    a. I have excellent health
    b. I have good health but am sick some of the time
    c. I have a physical deformity that would prevent my taking some jobs
    d. My health is too poor to allow me to keep a full-time job

8. After I have a job I will buy the things I really want
    a. By saving every cent I can
    b. By working harder in order to get raises
    c. By buying on the installment plan
    d. By getting help from other members of my family

9. How important do you think high school is to having a wide choice of jobs?
    a. Very important
    b. Slightly important
    c. Not important

10. How important do you think high school is to receiving a good starting pay?
    a. Very important
    b. Slightly important
    c. Not important

11. How important do you think high school is to getting raises and promotions?
    a. Very important
    b. Slightly important
    c. Not important

12. Success in life depends mostly upon:
    a. Ability and effort
    b. Education
    c. Who you know
    d. Good luck
    e. Whether people like you

13. Some students have jobs while they go to school. What about you?
    a. I have a part-time job now
    b. I had a job but don't have one now
    c. I want a job but can't find one
    d. I haven't looked for a job
    e. I don't think I have time for a job
    f. I don't want a job

14. Which of these best describes the type of activity that you would like best on your job?
    a. Using tools and machines
    b. Meeting with many people
    c. Having things to do all the time
    d. Planning my own activities
    e. Being physically active

15. Which of these best describes the surroundings in which you would like to work?
    a. Working in a factory, mill, or warehouse
    b. Being outdoors
    c. Working in a hospital or store
    d. Visiting new places
    e. Working in an office

16. How will having a job be different from going to school?
    a. A job gives you more free time
    b. A job demands more of your abilities
    c. A job means you meet more people
    d. A job makes you think more for yourself
    e. A job requires you to work harder
    f. A job lets you be independent

E. *Here are several characteristics about jobs. For each item, circle the letter in front of the description which is most like you.*

1. Work Schedules
    a. I sometimes show up late
    b. I stay at home when I feel like it
    c. I stay late to finish a job

2. Supervision
    a. I like to be told exactly what to do
    b. I want to decide how to do my own work
    c. I want others to help me plan my work

3. Pressure
    a. I like to work at a slow and steady pace
    b. I want to work hard to get the job done and then relax
    c. I want to work where everyone helps to get the job done

4. Pay
   - a. I don't care about a raise as long as the starting pay is high
   - b. I like my pay to depend on how hard I work
   - c. I expect a raise as soon as I learn my job

5. Promotion
   - a. I feel I will be promoted if I am on my job long enough
   - b. I should be promoted at the same time as everyone else
   - c. I think promotions should depend on how hard you work

6. Opinion of Others
   - a. It is most important to me that my supervisor likes me
   - b. It is most important to me that my co-workers like me
   - c. It doesn't make any difference if I am liked if I like my job

7. People Around Me
   - a. I like to be friendly with everyone who works around me
   - b. I like to work by myself
   - c. I like to have a few good friends at work

8. Respect
   - a. I most want respect for me as a person
   - b. I most want respect for doing things well
   - c. I most want respect for the kind of job I have

F. *Here are several groups of jobs that people have. For each group, check as many of the descriptions which you think are correct for the jobs in that group.*

1. Hospital aide - restaurant worker - sales clerk

____ Regular work hours
____ High pay to start
____ Close supervision
____ Great deal of pressure
____ Rapid advancement
____ Important work
____ Chance to meet people

2. Factory worker - mill worker - industry worker
    ____ Regular work hours
    ____ High pay to start
    ____ Close supervision
    ____ Great deal of pressure
    ____ Rapid advancement
    ____ Important work
    ____ Chance to meet people

3. Technical - managerial - professional
    ____ Regular work hours
    ____ High pay to start
    ____ Close supervision
    ____ Great deal of pressure
    ____ Rapid advancement
    ____ Important work
    ____ Chance to meet people

4. Building - mining - outdoors
    ____ Regular work hours
    ____ High pay to start
    ____ Close supervision
    ____ Great deal of pressure
    ____ Rapid advancement
    ____ Important work
    ____ Chance to meet people

5. Domestic worker - custodian
    ____ Regular work hours
    ____ High pay to start
    ____ Close supervision
    ____ Great deal of pressure
    ____ Rapid advancement
    ____ Important work
    ____ Chance to meet people

6. Office worker - typist - cashier

____ Regular work hours
____ High pay to start
____ Close supervision
____ Great deal of pressure
____ Rapid advancement
____ Important work
____ Chance to meet people

7. Repairman - plumber - printer - mechanic

____ Regular work hours
____ High pay to start
____ Close supervision
____ Great deal of pressure
____ Rapid advancement
____ Important work
____ Chance to meet people

8. Writer - artist - performer

____ Regular work hours
____ High pay to start
____ Close supervision
____ Great deal of pressure
____ Rapid advancement
____ Important work
____ Chance to meet people

9. Military service

____ Regular work hours
____ High pay to start
____ Close supervision
____ Great deal of pressure
____ Rapid advancement
____ Important work
____ Chance to meet people

10. Truck driver - railroad worker - stockman
____ Regular work hours
____ High pay to start
____ Close supervision
____ Great deal of pressure
____ Rapid advancement
____ Important work
____ Chance to meet people

11. Sales representative - businessman
____ Regular work hours
____ High pay to start
____ Close supervision
____ Great deal of pressure
____ Rapid advancement
____ Important work
____ Chance to meet people

12. Station attendant - taxi driver - laundry worker
____ Regular work hours
____ High pay to start
____ Close supervision
____ Great deal of pressure
____ Rapid advancement
____ Important work
____ Chance to meet people

13. Policeman - mailman - fireman
____ Regular work hours
____ High pay to start
____ Close supervision
____ Great deal of pressure
____ Rapid advancement
____ Important work
____ Chance to meet people

G. *Imagine that you are seeking employment. How important do you think each of the following would be in your job satisfaction? Check the column that best agrees with how you feel. Check one for each item.*

Very Important	Slightly Important	Not Important	
______	______	______	1. Opportunity to apply my education.
______	______	______	2. Fringe benefits (hospital and health plan, pensions, insurance, leave, etc.)
______	______	______	3. Length of annual vacation.
______	______	______	4. Respect the community has for the organization.
______	______	______	5. Skill and competence of those with whom I work.
______	______	______	6. Amount of wage or salary.
______	______	______	7. Opportunity for advancement to more responsible work.
______	______	______	8. Location of organization.
______	______	______	9. Opportunity for travel.
______	______	______	10. Importance of my job to others.
______	______	______	11. Supervisory help when needed.
______	______	______	12. Adequacy of materials and supplies.
______	______	______	13. Relative freedom to do what I want.
______	______	______	14. Physical working conditions (modern building, air conditioning, crowding, etc.).
______	______	______	15. Hours of workday and length of workday.
______	______	______	16. Size of organization.
______	______	______	17. Seniority system (security and moving up based on years with company).
______	______	______	18. People I get to know.
______	______	______	19. Educational and training opportunities.
______	______	______	20. Emphasis on high standards of work.
______	______	______	21. Recognition of achievement.

H. *Essay Question: Write a paragraph on the following topic:*

"My views about an ideal job."

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B

COMMUNICATIONS IN GUIDANCE PROJECT

OCCUPATIONAL INFORMATION SURVEY

UNIVERSITY OF PITTSBURGH/AMERICAN INSTITUTES FOR RESEARCH

A. *Complete this information:*

1. Your name (PRINT) ____________________
2. Your address ____________________

   ____
3. Your birthdate (month, date, year) ____________________
4. Are you a boy or girl? (CHECK) Boy ___ Girl ___
5. Your grade __________
6. Your school ____________________
7. Your room __________
8. Sign your name ____________________

If you are planning to go to school or college full-time after graduating, answer all the remaining questions about work for the work you expect to do after you complete your education.

B. *Answer these questions:*

1. Have you already gotten a job for after graduation? (CIRCLE THE LETTER IN FRONT OF YOUR ANSWER; AND FILL IN THE BLANKS IF YOU ANSWER "C")
   - a. No I have not
   - b. I have applied for one or more jobs but haven't gotten one yet
   - c. Yes I have -

     My job is as a ____________________

     Company I will work for ____________________

     The pay for this job is $__________ per __________
2. Do you expect to be married within six months after graduation? ______

3. How long do you expect to be on your first job after graduation?

____

4. How many companies do you expect to work for the first year? ________

5. How much do you plan or think you would need to pay in rent when you first move from your parent's home? $__________ per month

6. How much do you expect to pay or think it would cost for food per week when you first move from your parent's home? $___________ per week

7. What do you think will be your major expenses aside from rent and food when you are making your own money? Specify 1, 2, 3, 4, 5 in order of importance.

____ Automobile
____ Entertainment
____ Education
____ Clothing
____ Furnishings

8. Write down the job you expect to get after graduation:

____

9. What is the starting pay for this job? $___________ per __________

10. Why did you pick this job as the one you want? (CIRCLE THE LETTER IN FRONT OF THE ONE BEST ANSWER)

a. I read about it somewhere
b. Someone I know does this work
c. It was suggested to me in school
d. I always wanted this job
e. The pay and working conditions are very good

11. How many days vacation do you expect to have after your first year of work? ______________ days

12. How many paid holidays do you expect each year? ____________ days

13. How certain are you that you will get the job you want? (CIRCLE THE LETTER IN FRONT OF YOUR ANSWER)
    - a. I have been hired for that job already
    - b. I will keep looking until I find the job I want
    - c. I will try but I will accept a similar job
    - d. I will accept any job that I can do
    - e. I will try and then go to school if I can't find one
    - f. I will look for a while and then go in the military service
    - g. I will move to another city where I can find the job

14. Who do you expect will be your supervisor on the job you want? That is, what is the job title of the person from whom you'll be taking directions? ______________________________

15. Do you think you ever will get to be the supervisor? (CIRCLE THE LETTER IN FRONT OF YOUR CHOICE) If you circle yes, tell how long it will take to get it.
    - a. No - never
    - b. Yes - (How long will it take?) ____________________

C. *Answer these questions by putting a circle around the letter before the one best answer:*

1. Which high school program is most like the one you are taking?
    - a. General
    - b. Science (physics, chemistry, biology)
    - c. Commercial or business
    - d. Vocational
    - e. Distributive education

2. Why do you come to school?
    - a. Because my parents make me
    - b. Because the authorities make me
    - c. I have nothing better to do
    - d. I like it
    - e. To help me get a job later

3. Which best describes the hours you will work on the job you expect to get?
    - a. It will be part-time
    - b. It will be working nights or weekends
    - c. It will be regular daytime hours

4. Which best describes the pay for the job you expect to get?
   a. It will be the highest I can get
   b. It will start low but I will get raises
   c. It will not be the highest but it will be steady

5. Which best describes the kind of supervisor you will have on the job you expect to get?
   a. The supervisor will let me work on my own
   b. The supervisor will tell me exactly what to do
   c. The supervisor will give me a chance to learn

6. What do you think the hardest step for you will be in getting a new job?
   a. Finding a place that is looking for people
   b. Passing the tests
   c. Going for an interview
   d. Deciding whether to take a job that is offered
   e. Working hard enough at the start so they know I can do the job.

7. How long after graduation do you think it will be before you begin work or enter the service?
   a. Begin immediately
   b. Begin within two months
   c. Longer than two months
   d. I plan to go on to school
   e. I don't plan to go to work or school

8. Which is the most likely reason why you might not get a job?
   a. I wouldn't know how to find one
   b. I might fail the tests
   c. I might not do well in the interview
   d. I'm not trained to do anything
   e. Too many other people wanted the job

9. Which is the most likely reason you would have for leaving a job?
   a. If I didn't like my fellow workers
   b. If I didn't like my supervisors
   c. If I could get more pay elsewhere
   d. If I could do more important work elsewhere
   e. If I didn't like the work I was doing

10. What would you like to know most about different jobs?
    - a. How much the pay is
    - b. What skills you need to get them
    - c. How much chance there is of getting one
    - d. What the chance to get ahead is
    - e. How you go about getting them

11. How would you feel about going on for more school after you have worked for a while?
    - a. I would not consider it under any circumstances
    - b. I would do it only if absolutely necessary to hold my job
    - c. I would do it if it would help me to be promoted on my job or enable me to get a better job elsewhere
    - d. I may do it just to broaden my knowledge
    - e. I definitely plan to go on for more school after a while, at least part-time or evenings

12. Suppose your employer suggests going on for more school, part-time, to further your job skills. How would you react?
    - a. I wouldn't like it -- would look for another job if necessary
    - b. I would do it only if it were necessary to keep my job
    - c. I would do it only if he pays for it, and guarantees me a raise or promotion when I finish
    - d. I would be willing to do it, paying for all or part, even without a guarantee of a raise or promotion

13. Which of the following could you have done in school to have better prepared yourself for a job?
    - a. Studied harder
    - b. Taken more academic subjects
    - c. Taken more vocational courses
    - d. Arranged for more job counseling
    - e. I am pretty satisfied with what I did
    - f. Nothing would have made any difference

14. Who was most helpful to you in discussing your plans for after high school?
    - a. A member of my family
    - b. A school counselor
    - c. A teacher or school principal (other than school counselor)
    - d. Clergyman (minister, priest, rabbi, etc.)
    - e. Friends my own age
    - f. Some other adult
    - g. No one has talked to me about my plans

15. What kinds of jobs do you think the largest number of people go into after graduating from high school?
    a. Business (clerks, typists, salesmen, etc.)
    b. Workers (industrial, construction, transportation, farm, etc.)
    c. Civil Services (soldiers, policemen, mailmen, etc.)
    d. Commercial Services (domestics, station attendants, laundrymen, taxi drivers, etc.)
    e. Technical (plumbers, masons, electricians, machinists, tool and die makers, etc.)

16. What kinds of jobs do you think the smallest number of people go into after graduating from high school?
    a. Business (clerks, typists, salesmen, etc.)
    b. Workers (industrial, construction, transportation, farm, etc.)
    c. Civil Services (soldiers, policemen, mailmen, etc.)
    d. Commercial Services (domestics, station attendants, laundrymen, taxi drivers, etc.)
    e. Technical (plumbers, masons, electricians, machinists, tool and die makers, etc.)

D. *Which of these jobs do you think you could be hired for right now? Check each job you think you'd be able to get.*

____ a. Hospital orderly
____ b. Production-line worker
____ c. Dental hygienist
____ d. Farm worker
____ e. Building superintendent
____ f. Cashier
____ g. Electronic repair
____ h. News broadcaster
____ i. Military officer
____ j. Stock clerk
____ k. Insurance agent
____ l. Dry cleaner
____ m. Detective
____ n. Dietician
____ o. Industrial product designer
____ p. Teacher
____ q. Construction foreman
____ r. Cleaning person
____ s. Computer operator
____ t. House painter
____ u. Singer
____ v. sailor
____ w. Airline reservationist
____ x. Auto sales
____ y. Taxicab supervisor
____ z. Mail carrier

E. *Part I. OCCUPATIONS. Indicate after each occupation listed below whether you would like that kind of work or not. Consider only whether or not you would like to do what is involved in the occupation. Think only of whether you would enjoy that kind of work, regardless of any necessary skills, abilities, or training which you may or may not possess. Work rapidly. Your first impressions are desired here. Answer all the items.*

Draw a circle around L if you like that kind of work.

Draw a circle around I if you are indifferent to that kind of work.

Draw a circle around D if you dislike that kind of work.

1.	Army Officer	L	I	D
2.	Author of novel	L	I	D
3.	Author of technical book	L	I	D
4.	Auto salesman.	L	I	D
5.	Auto racer	L	I	D
6.	Auto repairman	L	I	D
7.	Aviator.	L	I	D
8.	Certified Public Accountant	L	I	D
9.	Chemist.	L	I	D
10.	College Professor.	L	I	D
11.	Draftsman.	L	I	D
12.	Employment Manager	L	I	D
13.	Factory Worker	L	I	D
14.	Life Insurance Worker.	L	I	D
15.	Magazine Writer.	L	I	D
16.	Office Clerk	L	I	D
17.	Office Manager	L	I	D
18.	Pharmacist	L	I	D
19.	Photo Engraver	L	I	D
20.	Poet	L	I	D
21.	Sales Manager.	L	I	D
22.	School Teacher	L	I	D
23.	Ship Officer	L	I	D
24.	Social Worker.	L	I	D

PART II. SCHOOL SUBJECTS. Indicate as in Part I your interest when in school.

25.	Chemistry.	L	I	D
26.	Languages, modern.	L	I	D
27.	Psychology	L	I	D
28.	Zoology.	L	I	D

PART III. INTERESTS. Indicate in the same manner as in Part I whether you like the following or not. Work rapidly. Do not think over various possibilities. Record your first impression.

29.	Fishing.	L	I	D
30.	Hunting.	L	I	D
31.	Driving an automobile.	L	I	D
32.	Poker.	L	I	D
33.	Smokers.	L	I	D
34.	Conventions.	L	I	D
35.	Symphony concerts.	L	I	D
36.	Educational movies	L	I	D
37.	Adjusting a carburetor	L	I	D
38.	Repairing electrical wiring.	L	I	D
39.	Handling horses.	L	I	D
40.	Interviewing men for a job	L	I	D
41.	Interviewing clients	L	I	D
42.	Making a speech.	L	I	D
43.	Organizing a play.	L	I	D
44.	Teaching adults.	L	I	D
45.	Calling friends by nicknames	L	I	D
46.	Being called by a nickname	L	I	D
47.	Drilling soldiers.	L	I	D
48.	Acting as yell-leader.	L	I	D
49.	Bargaining ("Swapping").	L	I	D
50.	Expressing judgments publicly regardless of criticism	L	I	D
51.	Regular hours for work	L	I	D
52.	Continually changing activities.	L	I	D
53.	People who talk very slowly.	L	I	D

PART IV. ORDER OF PREFERENCE OF ACTIVITIES. If you would enjoy this activity, check column 1; if you would not enjoy this activity check column 3. If you don't care either way, check column 2.

	1	2	3	
54.	( )	( )	( )	Operate (manipulate) the new machine

Indicate which are the most important factors affecting your work by a check in column 1; also the least important factors by a check in column 3. Check the remaining items in column 2.

	1	2	3	
55.	( )	( )	( )	Salary received for work
56.	( )	( )	( )	Opportunity for promotion
57.	( )	( )	( )	Freedom in working out one's methods of doing the work

PART V. COMPARISON OF INTEREST BETWEEN TWO ITEMS. Indicate your choice of the following pairs by checking (√) in the first space if you prefer the item to the left, in the second space if you like both equally well, and in the third space if you prefer the item to the right. Assume other things are equal except the two items to be compared. Work rapidly.

		1	2	3	
58.	Deal with things	☐	☐	☐	Deal with people
59.	Definite salary	☐	☐	☐	Commission of what is done
60.	Work which interests you with modest income	☐	☐	☐	Work which does not interest you with large income
61.	Work involving few details	☐	☐	☐	Work involving many details
62.	Outside work	☐	☐	☐	Inside work
63.	Change from place to place	☐	☐	☐	Working in one location
64.	Emphasis upon quality of work	☐	☐	☐	Emphasis upon quantity of work
65.	Reading a book	☐	☐	☐	Going to movies
66.	Few intimate friends	☐	☐	☐	Many acquaintances
67.	Fat men	☐	☐	☐	Thin men

PART VI. RATING OF PRESENT ABILITIES AND CHARACTERISTICS. Indicate below what kind of person you are right now and what you have done. Check in the first column ("Yes") if the item really describes you, in the third column ("No") if the item does not describe you, and the second column (?) if you are not sure. Be frank in pointing out your weak points.

		YES	?	NO
69.	Usually drive myself steadily (do not work by fits and starts)	☐	☐	☐
70.	Am always on time with my work	☐	☐	☐
71.	Remember faces, names, and incidents better than the average person	☐	☐	☐
72.	Get "rattled" easily	☐	☐	☐

F. *Make a list.*

Where would you get information to help you find your first job? List all the different ways that you can think of for finding out who has jobs.

G. *Essay Question: Write a paragraph on the following topic:*

"What high school means to me."

APPENDIX C

CIG F-18 Revised
January, 1967

COMMUNICATION IN GUIDANCE PROJECT

PERSONAL INTERVIEW SURVEY

Name ____

Address __________________________ ( ) same ( ) changed

High School ____________________________________

( ) Male ( ) Single Female ( ) Married Female Birth Date __________

Date of first contact ____________ Interviewer ________________

Not interviewed because ______________________________

____

Description of contact ______________________________

____

Date of second contact ____________ Interviewer ________________

Not interviewed because ______________________________

____

Description of contact ______________________________

____

Date of Interview ____________ Interviewer ________________

Interviewed from _____ to _____ Total Time ____________

Description and conditions of interview

Who present ____________________________________

Where interviewed (description) ________________________

____

Respondent's attitude ______________________________

Interviewee is definitely not available for contact because __________

____

1-A

A. What branch of service?

( ) Army
( ) Navy
( ) Air Force
( ) Marines
( ) Coast Guard
( ) Reserves

B. When will you enter the service? ______________________________

____

C. Enlistment or Draft? (circle one)

(IF "DRAFT" ASK:)

Did (will) you volunteer for the draft or were you drafted?
( ) Volunteered
( ) Drafted

(IF "VOLUNTEERED" ASK:)

Why did (will) you volunteer? ______________________________

____

(IF "ENLISTED" ASK:)

Why did (will) you enlist? ______________________________

____

D. How long do you plan to stay in?

F. What kind of training will you receive? ______________________________

____

G. What is the highest rank you think you'll reach? ______________________

GO TO PAGE 11, #37

I.

1. (6) Are you working?

2 ____ No
4 ____ Yes → #6

2. (7) Have you done any looking?

0 ____ Missing
2 ____ No
4 ____ Yes → #5

3. (8) Do you have any plans to find a job?

0 ____ Missing
2 ____ No
4 ____ Yes → #5

(IF MILITARY SERVICE → 1-A)

4. (9-11) What job do you have in mind?

PROBE: Place & Position

____

→ Page 11, #37
____

5. How did you find out about this job?
(Score as (1) mentioned or (0) not mentioned)

(12) ____ School
(13) ____ Friend
(14) ____ Relative
(15) ____ State Employment Agency
(16) ____ Private Employment Agency
(17) ____ Federal Employment Agency
(18) ____ Applied Directly
(19) ____ Other ____________
(specify)

(20) A. Was any fee charged?

2 ____ No
4 ____ Yes

(21) B. Did you take any tests?

2 ____ No
4 ____ Yes

(22) C. How did you do?

0 ____ Missing (NA)
1 ____ Don't know
2 ____ Poor
3 ____ Fair
4 ____ Good

(23) Were you interviewed at job location?

2 _____ No
4 _____ Yes

PROBE:

(24) A. Who did the interviewing?

0 _____ Missing
1 _____ Other
2 _____ Personnel office

(25) B. How did you like the interview?

0 _____ Missing
2 _____ Unfavorable
3 _____ Indifferent
4 _____ Favorable

(26) C. Was the job dependent on the interview?

0 _____ Missing
1 _____ Don't know
2 _____ No
4 _____ Yes

7. (27) Did you have to fill out an application?

2 _____ No
4 _____ Yes

8. (28) Did you have to take any tests at job location?

2 _____ No
4 _____ Yes

PROBE:

(29) How do you think you did?

0 _____ Missing
1 _____ Don't know
2 _____ Poor
3 _____ Fair
4 _____ Good

9. (30-32) What is your job? ______________________________

PROBE: Get job title ______________________________

0. (33) What kind of work do you do (describe a typical work day)?

DETERMINE:
1 _____ People Function
2 _____ Date Function
3 _____ Thing Function

11. (34) Do you like your work?

2 ____ No
4 ____ Yes

PROBE: What do you like about it?
(Score as (4) positive, (3) indifferent, (2) negative or (0) missing)

(35) ____ Security
(36) ____ People at work
(37) ____ Opportunity
(38) ____ Location
(39) ____ Challenging-interesting
(40) ____ Status
(41) ____ Good experience
(42) ____ Pay
(43) ____ Hours
(44) ____ Physical conditions
(45) ____ Can't get anything else
(46) ____ General attitude
(47) ____ Other ____________ (specify)

12. (48-49) What company do you work for? ____________________

PROBE: Find out kind of business and size of company.

Business: ____________________

Size: (How many employees) ____________________

00 ____ Missing
Public Organizations, Nonprofit
01 ____ Schools
02 ____ Hospitals
03 ____ Government Agencies (Board of Public Assistance)
04 ____ Social Service Agencies, not part of government, but supported by public funds
05 ____ Other
Private Organizations, Profit Making
06 ____ Manufacturing
07 ____ Service Industries (restaurant, filling station, repair, personal, barbers, dept. stores)
08 ____ Professional Services
09 ____ Construction
10 ____ Other

13. What are the working conditions like?
(Score as (4) positive, (3) indifferent, (2) negative, (1) don't know, (0) missing)

(50) ____ Security
(51) ____ People at work
(52) ____ Opportunity
(53) ____ Location
(54) ____ Challenging-interesting
(55) ____ Status
(56) ____ Fringe benefits-insurance
(57) ____ Vacation
(58) ____ Pay
(59) ____ Hours
(60) ____ Physical conditions
(61) ____ General attitude
(62) ____ Other ____________ (specify)

(63) Are you satisfied with the pay?

2 _____ No
4 _____ Yes

PROBE: Why do you say that?
(Score as (1) mentioned, (0) not mentioned)

(64) _____ Good starting pay, enough to suit present wants and needs
(65) _____ Could not find anything better
(66) _____ Fair pay for what I do
(67) _____ Never made this much money before
(68) _____ Good pay for the work, more pay than expected
(69) _____ First job (did not know what to expect)
(70) _____ Wages not high enough
(71) _____ Expecting a raise
(72) _____ Other ______________________________
(specify)

(73-75) How much does the job pay?

PROBE: Get hourly amount ______________________________

II.
(6) When do you think you'll get a raise?

1 _____ 1-3 mos.
2 _____ 4-6 mos.
3 _____ 7-12 mos.
4 _____ longer than 1 year
5 _____ Don't know
6 _____ Will not

(7) What are your chances for getting a promotion?

1 _____ Don't know
2 _____ Poor
3 _____ Fair
4 _____ Good
5 _____ Will not

PROBE: Why?
(Score as (4) positive, (3) indifferent, (2) negative, (1) don't know,
(0) missing)

(8) _____ Ability
(9) _____ Social relations
(10) _____ Effort, desire
(11) _____ Education
(12) _____ Luck, job opening
(13) _____ Specific training or skills
(14) _____ Age
(15) _____ Military status
(16) _____ Don't know
(17) _____ Size of business
(18) _____ Other ______________
(specify)

18. (19) Are the people friendly at work?

2 _____ No
4 _____ Yes

PROBE:
(20) A. Have you made any close friends here?

2 _____ No
3 _____ Work alone
4 _____ Yes

B. Who are they/is he?
(Score as (4) yes, (2) no)

(21) _____ Superiors
(22) _____ Associates
(23) _____ Subordinates

(24) C. Do you socialize with any of the people at work after working hours?

2 _____ No
4 _____ Yes

D. With whom?
(Score as (4) yes, (2) no)

(25) _____ Superiors
(26) _____ Associates
(27) _____ Subordinates

19. (28-29) What hours do you work?
_____ _____ (Score as hours per week)

PROBE:
(30) How many days a week?

0 _____ Missing
1 _____ Less than 5
2 _____ 5
3 _____ More than 5

(31) Do you work?

1 _____ Part-time
2 _____ Full-time

20. (32) Are you satisfied working full-time (part-time)?

2 _____ No
4 _____ Yes

21. (33) What shift do you work?

1 _____ Night
2 _____ Day
3 _____ Split shift

(34) Are you satisfied working this shift?

2 _____ No
4 _____ Yes

2. (35) Do you know your supervisor's job title?

2 ____ No
4 ____ Yes

PROBE: What is it? ____________________

3. (36) Do you know who your supervisor reports to?

2 ____ No
4 ____ Yes

PROBE: What is his job title? ____________________

24. (37) What do you think of your supervisor?

1 ____ Don't know
2 ____ Dislike
3 ____ Indifferent
4 ____ Like

25. (38) How did your family react to your getting this job?

1 ____ Don't know
2 ____ Unfavorable
3 ____ Indifferent
4 ____ Favorable

26. (39) What do your friends think?

1 ____ Don't know
2 ____ Unfavorable
3 ____ Indifferent
4 ____ Favorable

27 (40) Does the job fit in well with your high school training?

2 ____ No
4 ____ Yes

28. (41) Have you held any other job(s) since you've graduated?

2 ____ No
4 ____ Yes

(42) PROBE: How many?

1 ____ one
2 ____ two
3 ____ three
4 ____ four

(43-45) ____ ____ Most recent place & position ______________________

____

____

(46) Was it:

0 ____ Missing
1 ____ Part-time
2 ____ Full-time

29. (47) Did you apply anywhere else for the same kind of job?

2 ____ No
4 ____ Yes

PROBE: Place & Position

____

____

(48) Was it a:

1 ____ No other place
2 ____ Dissimilar place
3 ____ Similar place

30. (49) Did you apply for any other kinds of jobs?

2 ____ No
4 ____ Yes

PROBE: Place & Position

____

____

____

____

(50) Was it a:

1 ____ No other place
2 ____ Dissimilar place
3 ____ Similar place

(51) Was the position a:

1 ____ No other position
2 ____ Dissimilar position
3 ____ Similar position

A. How did you find out about this job (these jobs)?
(Score as a (1) mentioned or (0) not mentioned)

(52) ____ School
(53) ____ Friend
(54) ____ Relative
(55) ____ State Employment Agency
(56) ____ Private Employment Agency
(57) ____ Federal Employment Agency
(58) ____ Applied Directly
(59) ____ Other ______________________
(specify)

B. Why did you want this job (these jobs)?
(Score as (1) mentioned, (0) not mentioned)

(60) ____ Security
(61) ____ People at work
(62) ____ Opportunity
(63) ____ Location
(64) ____ Challenging-interesting
(65) ____ Status
(66) ____ Fringe benefits-insurance
(67) ____ Vacation
(68) ____ Pay
(69) ____ Hours
(70) ____ Physical condition
(71) ____ Couldn't get anything else
(72) ____ Other ____________
(specify)

1. (73) Do you have any plans about changing jobs?

2 ____ No
4 ____ Yes

III.
2. What three things in order of importance would it take to get you to change jobs?
(Score as (1), (2), (3), or (0) not mentioned)

(6) ____ Full-time employment
(7) ____ Better pay
(8) ____ Better hours
(9) ____ Better advancement
(10) ____ Better suits my abilities
(11) ____ Better security
(12) ____ Better location
(13) ____ More interesting work
(14) ____ Don't know
(15) ____ Other ____________
(specify)

33. (16) Did you ever think of moving away for better employment opportunities?

2 ____ No
4 ____ Yes

(17) PROBE:
A. How far away would you move?

1 ____ Would not move
2 ____ Another community surrounding Pgh.
3 ____ Another city in Pa.
4 ____ Another state
5 ____ Another country

34. What do you think is important to succeed at this job?
(Score as (1) mentioned or (0) not mentioned)

(18) ____ Ability
(19) ____ Social relations
(20) ____ Effort, desire
(21) ____ Education
(22) ____ Luck, job opening
(23) ____ Specific training or skills
(24) ____ Age
(25) ____ Military status
(26) ____ Don't know
(27) ____ Size of business
(28) ____ Other ____________
(specify)

PROBE:
(29) A. Do you think you will succeed at this job?

2 ____ No
4 ____ Yes

B. Why (not)? ____

____

____

35. If S likes present job, ask:

(30) Did you feel at all limited in finding this job?

0 ____ Missing
2 ____ No
4 ____ Yes

PROBE: Why (not)?
(Score as (4) positive, (3) indifferent, (2) negative or (0) missing)

(31) ____ Ability
(32) ____ Social relations
(33) ____ Effort, desire
(34) ____ Education
(35) ____ Luck, job opening
(36) ____ Specific training or skills
(37) ____ Age
(38) ____ Military status
(39) ____ Don't know
(40) ____ Size of business
(41) ____ Other ____________
(specify)

If S dislikes (or has no) present job, ask:

(42) Do you feel at all limited in finding the job you want?

0 ____ Missing
2 ____ No
4 ____ Yes

PROBE: Why (not)?
(Score as (4) positive, (3) indifferent, (2) negative or (0) missing)

(43) ____ Ability
(44) ____ Social relations
(45) ____ Effort, desire
(46) ____ Education
(47) ____ Luck, job opening
(48) ____ Specific training or skills
(49) ____ Age
(50) ____ Military status
(51) ____ Don't know
(52) ____ Size of business
(53) ____ Other ____________ (specify)

. (54) Did you get any surprises when you began looking for a job?

2 ____ No
4 ____ Yes

PROBE: What were they? ____

____

____

(Score job-seeking as)

(55)
0 ____ Missing
1 ____ Easy
2 ____ Hard

7. What were your plans before you graduated?
(Score as (1) mentioned or (0) not mentioned)

(56) ____ Go to school
(57) ____ Study after work
(58) ____ Nothing
(59) ____ Don't know
(60) ____ Go to work
(61) ____ Military service
(62) ____ Other ____________ (specify)

(63) PROBE: Have these plans changed?

2 ____ No
4 ____ Yes

8. (64) Do you intend to further your formal education?

2 ____ No
4 ____ Yes

(65) PROBE: In what way?

0 ____ Missing
1 ____ 4-year college
2 ____ Junior
3 ____ Business-technical school
4 ____ Other ____________ (specify)

Will this be:

0 ____ Missing
1 ____ Part-time
2 ____ Full-time

39. (67) Did you like high school?

2 ____ No
4 ____ Yes

PROBE: Why (not)? ____________________

____

____

40. (68) What would you do differently if you had it to do over?

1 ____ Nothing
2 ____ Take a completely different course of study
3 ____ Take additional courses in same program
4 ____ Take additional courses in other program
5 ____ Take same course of study
6 ____ Study harder
7 ____ Don't know
8 ____ Other ____________________
(specify)

41. (69) In general did you feel free to talk with your teachers and guidance counselor?

2 ____ No
4 ____ Yes

PROBE:
A. What did you discuss?

____

____

____

(70) B. Did you discuss your job guidance problems with them?

2 ____ No
4 ____ Yes

C. What did you discuss?

____

____

____

. (71) Were you satisfied with the quality of your education?

2 ____ No
3 ____ Indifferent
4 ____ Yes

PROBE: Why (not)? ____

____

____

3. (72) What course did you take in high school?

1 ____ Academic - college preparatory
2 ____ Vocational
3 ____ Business - commercial
4 ____ General
5 ____ Mixed ________________________________
(specify)

4. (73) Are you glad now that you took that course?

2 ____ No
3 ____ Indifferent
4 ____ Yes

PROBE: Why do you say that? ______________________________

____

5. (74-75) What course would you take if you had it to do over?

10 ____ Don't know
20 ____ Same
30 ____ Other (not specified)
31 ____ Academic - college preparatory
32 ____ Vocational
33 ____ Business - commercial
34 ____ General
35 ____ Mixed ________________________________
(specify)

IV.
46. (6) Was there anything you could have gotten from high school that could have helped you get the job you wanted?

1 ____ No, nothing
2 ____ Completely different course of study
3 ____ Additional courses in same program
4 ____ Additional courses in other program
5 ____ Same course of study
6 ____ To have studied harder
7 ____ Don't know
8 ____ Other ________________________________
(specify)

47. (7) Did you get help from school in finding a job?

2 ____ No
4 ____ Yes

If "Yes," ask:

What kind of help?
(Score as (1) mentioned or (0) not mentioned)

		DIRECT			INDIRECT
(8)	____	Job lists	(12)	____	Job counseling
(9)	____	Sent to apply	(13)	____	Tests
(10)	____	Set-up interview	(14)	____	Other ____ (specify)
(11)	____	Other ____ (specify)			

If "No," ask:

Why (not)? ____

____

48. (15) Did you receive any guidance about jobs when you were in school?

2 ____ No
4 ____ Yes

PROBE: What was it?
(Score as (4) favorable, (3) indifferent, (2) unfavorable, (1) don't know, or (0) missing)

(16) ____ Aimed at more education
(17) ____ Aimed at more training
(18) ____ Helped with personal problems
(19) ____ Knowledge about jobs available
(20) ____ Testing program
(21) ____ Other ____ (specify)

49. (22) Did you take any job-interest or job-aptitude tests when you were in school?

2 ____ No
4 ____ Yes

(23) PROBE: Does your job fit in with your interest or ability scores?

1 ____ Don't know
2 ____ No
4 ____ Yes

. (24-26) What kind of job would you like to have someday?

____ ____ ____ ________________________________

____

. What would you look for in this job?
(Score as (1) mentioned or (0) not mentioned)

(27)	____	Security	(33)	____	Better suits my abilities
(28)	____	People at work	(34)	____	Pay
(29)	____	Opportunity	(35)	____	Hours
(30)	____	Location	(36)	____	Physical conditions
(31)	____	Challenging-interesting	(37)	____	General attitude
(32)	____	Status	(38)	____	Other ____________ (specify)

. What advice would you give to high school students to help them get a good job?
(Score as (1) mentioned or (0) not mentioned)

(39) ____ Do your best in high school
(40) ____ Take courses that will prepare you for a job
(41) ____ Further your formal education
(42) ____ Be sure your interests and abilities suit your work
(43) ____ Look diligently for your job
(44) ____ Have job experience
(45) ____ Indifferent

. (46) Are you saving any money?

2 ____ No
4 ____ Yes

If "Yes," ask:

How much? (get %) ________________________________

(47-48) ____ ____

If "No," ask:

Why not? ________________________________

____

54. What three things are you spending most of your money on? (Number in rank order)

(49) _____ Public transportation
(50) _____ Car
(51) _____ Clothes
(52) _____ Rent
(53) _____ Food
(54) _____ Entertainment
(55) _____ Private agency
(56) _____ Education
(57) _____ Furnishings
(58) _____ Gifts
(59) _____ Other _____________ (specify)

55. How do you feel now that you're out of school? (Score as (1) mentioned or (0) not mentioned)

(60) _____ Another phase - going on to college
(61) _____ Miss high school - wish I were back
(62) _____ Concerned about job
(63) _____ More responsibility, independency
(64) _____ Bored, scared
(65) _____ Older
(66) _____ Wish I could improve education
(67) _____ General attitude
(68) _____ Other _____________ (specify)

(69) 1 _____ O
2 _____ W
3 _____ N

CONCLUSION

We are preparing a film about recent high school graduates and will pay each participant $25. Would you be interested in participating in our film? Can you be reached by telephone?

Phone _____________

Thank respondant for granting the interview; indicate that his participation was valuable to project, etc.

INTERVIEWEE DEFINITELY NOT AVAILABLE:

Person questioned ______________________________

Relationship to interviewee ____________________ (relative, neighbor, friend, etc.)

1. Where is ____________________? ____________________

2. Why did he go? ______________________________

3. What is he doing now? ______________________________

4. What are his plans? ______________________________

5. Did he look for a job here? ( ) No
   ( ) Yes

(IF "YES," ASK:)

A. Where did he look? ______________________________

PROBE: Find out Job(s) and source(s) of contacts.

B. What happened? ______________________________

PROBE: Get details - not hired, not interested, etc.

(IF "NO," ASK:)

Why not? ______________________________

6. Do you expect him to return? ( ) No
( ) Yes

(IF "YES," ASK:)

A. When? ______________________________

____

B. What will he do when he gets back? ______________________________

____

(IF "NO," ASK:)

Why do you say that? ______________________________

____

____

APPENDIX D

NOTES TO APPENDIX D
PERSONAL INTERVIEW RESUMES

This Appendix consists of short resumes of each personal interview. As part of their routine, the interviewers composed a capsule summary describing the highlights of each interview before contacting the next respondent. The resumes that appear in this Appendix were slightly edited from the originals so as to delete the names of individual persons and companies and to reflect a uniform sequence of topics. The original language reported by the interviewer remains the same, thus, retaining the informal quality of the resumes.

In their present form, the resumes include each interviewee's responses to some or all of the following topics: present job, if any; job-seeking experiences; future plans; major course in high school; guidance and counseling received while in school; and the kind of advice he would offer to high school students. The responses summarized included much attitudinal reaction along with factual accounts of experiences following graduation. The resumes are presented for the purpose of providing, in whole form, some of the flavor of the personalities and attitudes of the individuals that would be difficult to convey in the context of group results.

CENTRAL CITY

Jack (Negro, male)

Jack is unemployed, but,with the help of the State Employment Agency, he has been looking for a job. He applied at several department stores and at a steel mill. He would like to be a clothing salesman. However, since he has not heard from the stores, he hopes to be employed at the steel mill where he has a few friends. He also plans to go to Washington, D.C. someday, to work where his sister and brother are living and working. He expects he will be able to "get a job at higher pay." But, he must find work here in order to get enough money to leave for Washington. He was offered a job as a dishwasher, at $1.10/hour, at a downtown restaurant, but he declined the offer, indicating that "I didn't like that type of work or the pay."

Jack also thinks he may attend college someday, possibly Howard University, but he's "tired of school" right now. He appeared to be concerned about his dress and plays cards to obtain the money necessary for his clothing, accessories, and grooming.

Jack took a general course in high school, but wishes he had taken an academic course since that course gives the graduate "an edge for being hired." Although his high school counselor advised him to "take up a trade," he doesn't want to do so. He admitted that he did not study in high school, but that he's "a little relieved" now that he is out and away from the "constant studying."

Edith (Negro, female)

Edith's mother was present during the first half of the interview. Edith has no job presently, but has applied for a job as an orderly at three hospitals, as a typist at a clothing store, and as a salesgirl at a bakery. She also went to a private employment agency.

She took the academic course in high school and feels that one has a "better chance at agencies" with an academic background. She will attend Allegheny Community College in the fall, although she had considered entering nursing school, a data processing school, or I.B.M. training. Her father gives her "all the money I need" which she spends on personal furnishings. She feels "good" now to be on her own and out of school. She added that, "In a way it seems like I couldn't get a job. They always tell you they'll call you since they're filled up now."

Adria (Negro, female)

Adria is employed as a "tray girl" at a Pittsburgh hospital where she helps to prepare trays of food for patients in the hospital. She also cleans up the "mobiles" that carry the food, puts the dishes in the dishwasher, and readies the mobile again for the morning. She would like to do clerical, typing or filing work, but the hospital was "the first one that called me, so I took the job." She earns $1.25/hour, "enough to save money, plus buy the things I need," and works 11:00 - 8:00 P.M., which gives her "time to sleep." She found out about her job from the girl whom she replaced at the hospital. She said: "There are a lot of quick-tempered people at work, but if you don't let things get on your mind, you'll get along fine. There's a lot of tension where we work in the kitchen; everybody is in everybody's way." Adria indicated that the job will help "a lot since I'm going back to school; I can pay for some of the things I need without my mother helping me." She plans to attend "the new community college" this fall to study business administration.

Adria had also applied at several department stores for clerical and sales work, two drug stores for counter and sales work, a bakery, and as a cashier from an ad she found in the newspaper. "They didn't need anyone at the time or they said they wanted experienced girls." Her high school guidance counselor sent her for two interviews. He also sent her "down to the Neighborhood Youth Program." She said that her "clerical training class" was helpful in telling her "how to dress and act, how different forms are to be filled out, and what to expect on an interview." And she seems to have found that "there's more opportunity for the typists," for someone "with some type of skill." She said that her typing "wasn't too good" and that possibly her age (18) limited her in finding a job. "When I looked in the papers...they don't list the age, but when you call they say they want someone older."

Adria took an academic course in high school, planning to attend a four-year college. For the present, however, she will attend the two-year community college.

Brian (Negro, male)

Brian is enrolled in a six-month nurse's training course at a Pittsburgh hospital. He worked as a volunteer at another hospital for two years and, on this basis, was contacted about the training course. He will not receive pay until the fourth month of the course and did not know how much he would be paid.

Although he likes the training program, he would someday like "to major in psychology or be a doctor of medicine." However, at present, he cannot afford such educational expenses. His mother, who lives on social security payments, cannot help him go to college.

He had visited the State Employment Office and was tested there and sent on several job interviews. He applied for a job as a bus boy at a university and as a stock boy at two department stores. None led to a job.

Brian took a general program in high school, with some academic courses. He described having had good guidance counseling and felt that the hospital training course "fits right in" with his high school.

Eric (Negro, male)

Eric lives in an especially dreary apartment. Eric has a job for the summer as a stock boy at a department store. He had been offered a job taking care of animals, a job cleaning up the operating room after operations in a hospital from 4:00 - 11:00 P.M., and a job "cleaning up streets" for the Neighborhood Youth Corps, but he turned down these jobs. He has never been employed during any previous summer; the stockroom job is his first. He said, "I never thought I would work; I thought I'd play some professional sport." However, he has no immediate plans to participate in any sports.

Eric has put in an application for a salesman job this fall at a new branch store and was told by his supervisor that he might be promoted to this position if he works well this summer. At the same time, he indicated that he plans to attend a community college in the fall, to study "to be a physical science technician." It was not clear if he would both work and attend school.

Eric studied courses preparing him to be a "scientific helper," taking the occupational and vocational training course in high school. This is a new program offered only at Central City High School. Curiously, he added that he was unsure of the value of high school since it fails to prepare one for post-school plans such as working in a steel mill.

Darlene (Negro, female)

Darlene is a clerk-typist. She types lists of parts and change notices for the engineering department of a machine company. She said that the working conditions are "very pleasant;" there is a "congenial atmosphere." She is satisfied with her $2.71/hour pay, her 8:30 - 5:00 P.M. working hours, and her supervisor. "He takes an interest in you. Most bosses, they're kind of strict and everything, but he's just right." She was sent here for an interview by her shorthand teacher. She was interviewed and tested and thought she did "fairly well." Her parents were "very proud" and her friends "very glad" concerning her job.

Darlene's shorthand teacher also sent her to apply for jobs at three large corporations, a university, an insurance company, and sent her to the State Employment Office. Her high school was well acquainted with her ability as she "worked in the office last summer and liked that very much." She took the business course in high school--"it's about the only thing that would interest me." She had intended to go to school at Duffs Institute, but then received a scholarship from Allegheny Community College, where she will enroll this fall to study an executive secretary or a data processing course. She reported having received much help from school in finding a job, including the advice of her guidance counselor to "be sure of the kind of job you want and set up your own values and goals. It seems that all the teachers took an interest in our jobs and did all they could to help us."

Susan (white, female)

Susan worked for eight weeks in the computer center at Oberlin College, where she will enroll as a student this fall. "They asked several of the students who were going to be freshman there if they'd like to take part in this program." The program was designed to be an additional financial help "for financial aid recipients," such as Susan. She was involved with keypunching and was able to do some programming. She enjoyed her work, which included working twenty hours a week and attending related classes in the afternoon, "very much." Twenty students were in this program headed by a "professor of economics," who is "the head of the computer center at Oberlin." Her parents were pleased that she could have such a summer job, especially since it gave her "an opportunity to learn more about Oberlin." Susan commented that "there was good rapport" among the workers and supervisors, and that she was able to make several new contacts and friends who could help her begin her new studies and adjustment. She said that she would have looked for a job in Pittsburgh for the summer, but she decided at the end of April to take the college job which paid "$1.50/hour for the first two weeks; then after that we got $1.65." She will enter Oberlin on a scholarship in September.

Her high school course was academic. While she did not seek job-guidance from her high school counselor, she said that the guidance counselor "did give it to other students and told them what would be best for them."

Natalie (Negro, female)

Natalie is presently unemployed. She has applied for jobs at several department and variety stores and at "most of the hospitals." So far, she has been told that they do not need any help right now. She would most like to "work with kids, like the nurseries." Her brother, who is a counselor at a home for crippled children, advised her to apply at the home. However, she was not hired because "the lady who does the interviewing was on vacation." One of the hospitals did say that they would call her in the future and suggested that she consider attending a three-week training course for hospital attendants. It was not clear whether or not she would be willing to do so; she seemed to be considering it.

Natalie took a general course in high school, but, if she had it to do over, would take a business course. She also said that she wishes she had taken chemistry, since "a lot of jobs need chemistry, like in a lab or nursing." She advised other students to "finish school, that's all."

Glen (Negro, male)

The only time Glen could be interviewed was during his ½-hour lunch break from his job at a supermarket. Consequently, he was interviewed in a parked car outside the store with many interested co-workers trying to hear what was being said. But he was not concerned about this and talked freely.

He is presently employed as a stockboy at the market. He got the job with the help of his brother, who also worked at the market while in school, and has had it for about two years. He is dissatisfied with both the hours and the pay. He is getting $1.00/hour and working 10 to 12 hours a day. He indicated that, since he is only 19, it is probably illegal to work such long hours.

Glen has been checking ads in the newspaper for job openings for stockboy or porter work. He said that he has experience in these areas and could easily get a job. His employer has asked him to be a meat counterman, which he regards as a promotion, but he is still interested in seeking higher pay. He intends to apply for porter work at a hospital. He has not had a vacation and has not been able to look for a job due to the long hours he works. He would like to have a "dressier job" such as a shoe salesman, but tended to talk more about looking for a job in which he has some experience.

Glen would like to go to a trade school to take a course in drafting and design. However, since his family has moved out of Central City, he would have to pay a $58.00 fee which he can't afford. He is trying to by-pass this fee by talking, on the advice of his counselor, the principal of the high school where he now lives into paying it for him. He might also live with relatives in Central City while in school. If he is unable to get into the trade school, he might join the army because of the training he could receive.

Glen took mechanical drawing in high school and apparently liked it well enough to follow it up with further training. He would like to go to college but can't handle it financially. He feels "nice" now that he's out of school, although he is interested in going on for further training, but "it's a good feeling to know I was able to finish high school."

Wayne (Negro, male)

Wayne worked briefly as a busboy at a restaurant and as a dishwasher at a drugstore. He quit those jobs to take his current job as a "youth information worker" with a Central City "youth action club." He is delighted with his present job which requires him to interview neighborhood youths and to supervise those hired in activities such as learning to fill out job applications and "cleaning up some of the bad areas" of the community. He indicated that he didn't mind being a dishwasher, in fact, "I was a very talented dishwasher," but the present job makes better use of his writing talents and his ability to interact with people.

Wayne took an academic course in high school and earned top grades. He will begin college in September to study to be a writer--a career he has planned for several years. He is very verbal and extroverted and made it clear that he likes to have fun, go to parties, etc. He intends to get good grades in college but still "swing." His advice to students is to "stay in high school. If you drop out, you're lost. I know that's something you hear on television, but it's true."

Barbara (Negro, female)

Barbara is presently enrolled at Allegheny Community College where she is taking a secretarial course.

She works weekends, 16 hours/week, at the main post office building in Pittsburgh as a mail-sorter. She is pleased with the job, particularly the $2.37/hour pay. She was informed of the job and given an application at her high school.

She took a commercial course in high school and is pursuing this training in college.

Carolyn (Negro, female)

Carolyn has been unable to find a job this summer. She would like a secretarial job, but feels unqualified for one because "I don't have any experience." She reported having done "some looking," but with no success.

Carolyn indicated that she plans to attend a modeling school, in Washington, D.C., beginning in September of 1967. She would like a career as a fashion designer and model.

Carolyn took a business course in high school, felt she got "mostly everything" from her training, and advises other students to do likewise to help prepare for a good job. She also indicated that she received no assistance from school in finding a job.

Vincent (Negro, male)

Since Vincent was away at school a brief interview was conducted with his mother. She revealed that he worked for the Youth Corps during the summer as a work group supervisor and as a playground director. He is presently attending Bethune-Cookman on a football scholarship. He plans to major in business administration and become a social worker when he graduates. He took an academic course in high school.

Dione (Negro, female)

Dione's mother, who is a social worker, has suggested several job sources to her. She applied at the Youth Employment Office, where she was tested, and at a private agency. However, she withdrew her application from the latter because she could not afford their fee. She filed applications at several other places including: a hospital, for a "tray-girl" job; a business office, for a job as receptionist; and several variety stores, for clerical work. As yet, she has had no job offer. She was certain that further education is a good thing because it assures one a "permanent" job.

She attributed her lack of success for landing a job this summer to employers not wanting to hire her since she could only work "part-time;" that is, she would have to leave for college sometime in September. She did seem confident in her own ability and sincerely thinks that she will be able to get the accounting job she would like someday. She refers to aptitude as altitude and one wonders if she did pass the test she said she took at the Youth Employment Office.

Dione took business courses and worked briefly at two jobs obtained from the neighborhood Youth Corps as part of her "distributive education" program in high school. She said that in the sales training course "they showed us how to get a job and how to keep it."

Dione plans to enter Allegheny Community College this fall where, she says, she has been accepted.

Donna (Negro, female)

Donna lives in a very poorly maintained apartment off a dim, fly-infested hallway. She is presently working as a camp counselor in association with the Hill House on a work-study program with Chatham College. She earns $1.99/hour and works with 8 year olds who are sent to camp by the neighborhood organization. As part of the training, she is required to save $300 during the summer. In September, she will begin classes at Chatham College where she has a $2,400 scholarship. At present, she has not selected a major. She is very pleased with the job and with the chance to go to college. She feels very "lucky" to have gotten into the program.

Donna took an academic course in high school and always planned to go to college. She feels college is absolutely essential-- "You can see the present situation I'm living in and I don't want to suffer the same conditions when I have a family of my own." She described her high school counselor as having been very helpful; "he told us an awful lot. And, he always had someone in to talk to us about finding a job."

Tony (Negro, male)

Tony is presently unemployed except for occasional jobs as an electric guitarist with a band he has organized. He picked at the guitar throughout the interview. He said that he likes music but felt that it was too difficult to enter as a career. Consequently, he plans to further his education someday, but not in the near future.

He was tested and interviewed for a job at a utility company. This was arranged by a former counselor at his high school. He reported that the test was "graded at a very high standard and I didn't pass it." He is currently studying for a qualifying test that he is scheduled to take at a business machine company. A relative set up the test and an interview for him. He had also gone to a private agency downtown and found that "all the jobs were filled."

Although Tony took an academic course in high school, he is "looking for a job in electronics. You know, a job like that instead of going on to a higher school." He said that he took the academic course because he felt that it was difficult and offered more pride in accomplishment.

Eileen (Negro, female)

Eileen did not work this summer, nor did she apply for a job. She is presently enrolled at Allegheny Community College and expects to major in business courses. She would like to be a secretary or a bookkeeper when she graduates. She felt unqualified for a job presently because "you need more training than you get in high school."

She took an academic-commercial course in school and is anxious to further her training. She is eager to start college and also "a little bit scared." She reported having had no guidance about jobs in high school.

Gale (Negro, female)

Although Gale took civil service tests for secretarial and post office jobs, "just in case I didn't get into college," she did not apply for a job this summer.

She had just finished sending a trunk off to college. She is going to Hampton Institute in Hampton, Pennsylvania. Her mother expressed concern because Gale had never been away from home before, except for two summer sessions at Carnegie Tech (special summer project for high school students). However, Gale was confident that she would be fine at school and kept reassuring her mother that she would be able to take care of herself.

Gale took an academic course in high school and said that she has always planned on going to college and has been interested in biology for a long, long time. She felt that it was very important for everyone to finish high school and try to get the very most from high school.

Stephen (Negro, male)

Since Stephen is no longer in the area, a brief interview was held with his mother. Since she was very vague and unresponsive, not much was learned about Stephen. She said simply that he went to California with his brother. She gave no reason for his going--"they just wanted to go." She thought that he looked for a job in California but said that he isn't working. She had no idea when he might return but indicated that "Uncle Sam is going to get him soon."

Ronald (white, male)

Ronald worked during the summer as a recreation director for the city of Pittsburgh, Department of Parks and Recreation. He enjoyed the job since it involved working with children and he plans to become a teacher. The job paid $1.70/hour.

He quit the job to enroll at California (Pennsylvania) State College. He is majoring in Industrial Arts.

Ronald took an academic course in high school and described his counseling as helpful. "We had a college club that met with the counselor," periodically.

Peter (Negro, male)

Peter is not working and his only contact has been the Youth Opportunity Center which was recommended by both the Department of Public Assistance worker and his high school. They sent him out on one job that was taken by someone before he got there. He has also been notified to go to the Center office on July 29 to see about a job which he thinks will be temporary for August only. He has no information about the type of job it is. If the job tomorrow doesn't work out, he has no plans to look elsewhere for a job. He will simply continue to go to the Youth Opportunity Center office until they do find him something.

He indicated that he wants a job as a mechanic because tests in school showed he could work with his hands. He had 9th grade welding and his mother thinks that he should become a welder. He mentioned attending a Youth Opportunity Center welding school in December-- "they say they are going to send me."

Peter took distributive education in high school. He expected training in merchandising and department store work but had two jobs as dishwasher instead. He was very bitter about this, and all of high school experience is colored by it. His advice to other students was "don't take a dishwasher's job." Other help he could have gotten from high school included "more knowledge--like writing."

Paul (Negro, male)

Paul is attending summer school, taking senior English, and will get his diploma when he completes the course. His plans before graduating included playing professional baseball. He plays third base for a North Pittsburgh team and was scouted and tried out by a major league, but has not yet heard the results.

He is enrolled in a two-year postgraduate course in graphic arts at a local vocational high school. He has no plans to seek either full-time or part-time employment and has made no contacts. However, as a result of taking part in the State Employment Service testing program, he has been notified to report to the Manpower training project on August 6 for some type of training. He has no idea what the training is but does say that he would be paid while in training. He will take advantage of this only if it fits in well with his planned vocational training or if he "sees something he'll benefit from."

He said that if he had it to do over again, he would take a clerical course in high school, including bookkeeping and general business courses. This would enable him to get "a nice job I would enjoy," such as a job as a bank teller.

He also said that he would be more comfortable if he had something to do now that he is out of school.

Some three weeks after the interview, an article in a Pittsburgh paper reported that Paul had been arrested for allegedly attemping to steal a car.

Helen (Negro, female)

Helen is not working but has looked for a job. She is looking for "anything, you know, like typing." She has contacted several department stores for either selling or typing jobs. She also went to a utility company to be interviewed for a clerical job. She reported that the interview went well; she seemed to be relaxed about the interview situation and remembered the questions. She was asked her college plans, what her hobbies were, what her school average was, and if anyone else in her family had a job. She was told that she would be called if they have an opening. She also called a private employment agency about an ad she saw in the paper. They told her she had to come in to the office. However, the next day when she was to go, she "was sick, slept in or something" and didn't go. She mentioned her "C" average in high school as a job limitation.

She took a business course in high school and would take more clerical procedures (business machine operation) if she had it to do over. She advised other students to decide what they want to do early in high school and then take the right courses to go on to college or business school. She is glad to be out of high school but wishes she could go to business college.

Helen said that she was planning to go to business school but needed a job to get the money to go.

She felt that she needs more training for a clerk-typist job and is going to contact the local hospitals for "anything," like tray-girl, sterilizer, etc. She said that several of her friends have found such jobs.

Irene (Negro, female)

Irene is not working now and indicated that she "had to get herself straightened out before she could get a job." She then described some chronic physical problems which are being treated at a clinic. Meanwhile, she has been looking for work. She applied at the Youth Opportunity Center office for "anything," and has an appointment August 1 at a bakery for a selling job that she heard of through a friend.

Irene had been referred to the Manpower training program by her high school counselor. She was specifically referred to the training program for "industrial machines," but wasn't accepted because she had never taken a typing course. She took part in the State Employment Service testing program and was told she had the ability to work with her hands. She interpreted this to mean business machines. However, she showed the interviewer her card which had an occupation title #695-682-Sewing. She did state that she had investigated the Manpower training program for seamstresses, but there were no openings.

Irene had one "surprise," when she began looking for jobs. She worked for a glove manufacturer while in school, supposedly training for a full-time job upon graduation. However, she said, "the man told us to call before we came in full time." When she called, "he said he didn't have any sewing machines available."

Irene stated that she thinks she can find something and mentioned selling in a variety store and "tray-girl" at one of the local hospitals as possibilities. She took an academic course in high school but now sees her lack of typing and shorthand as her main limitation. Her advice to students was to take business courses in high school, as she wishes she had done.

Jacqueline (white, female)

Jacqueline lives with her mother and two sisters in a low-rent project. Both she and her older sister have had "near nervous breakdowns" which her mother attributed to the death of their father a few years ago.

Jacqueline is an above-average student, having graduated 38th in her class of 120. She participated in the advanced English and history classes and said about them, "I did better in the history class than a boy going to Yale and a girl going to Oberlin." She said that she never studied very much, did her homework in the morning, missed a whole year of school, but still graduated with her class. She was informed by her high school counselor that her tests at school averaged in the 80th percentile, her best area being abstract reading.

Jacqueline's immediate goal is to obtain a laboratory-trainee job which will give her a reduced credit fee at one of the universities. She was waiting for a call about such a position. She wants to take one or two "easy" college classes at night, since she doesn't feel she's ready for full-time college work.

Her long-term goal is a master's degree in psychology. Then, she wants to have an office in a slum area and counsel children. She feels both the job she has in mind and the psychology course are reasonable, and she does not feel limited in any way. Her counselor at Central City High School felt that this was the best approach for her.

Jacqueline asked the interviewer if the tests at the State Employment Agency were "any good." She took their test battery when the Post Office was recruiting high school graduates and was told that she should not go to college. She was quite concerned about that experience.

Jacqueline presently spends much of her time doing paintings which she sells to neighbors and friends. But, she said that she barely meets expenses for her art supplies. She also writes articles for a settlement house publication.

Neil (Negro, male)

Neil is working at a large downtown department store as a salesclerk in the men's clothing department. He applied for the job on the advice of a friend. While he likes the job, "it's interesting to meet and talk with people," he is not satisfied with his $1.25/hour salary. Thus, he plans to take a test for a job at the post office. He had previously applied at a steel plant for a job as laborer, but they were not hiring. He also said, "If I had the money, I'd go to Detroit and work in a car factory."

Neil took a general course in high school which he now feels was unwise because "the things you take don't help enough for the business world." He wishes he had taken a business course -- "I'd like to be a bookkeeper and work with numbers." He also indicated an interest in further study to become either a male nurse or a bookkeeper. Prior to graduation, he had considered enlisting into the service, but, "The Viet Nam situation made me chicken out."

Denny (Negro, male)

Denny's family was in the process of moving to another house. His present home is in poor condition and his mother and sister were poorly dressed.

Denny is attending summer school to receive a high school diploma. He took the academic course in high school upon the counselor's advice but did not personally consider this choice. Denny said he did not do well and is now completing his high school course.

Denny is not employed at present because he is attending school. After completing the summer course, he intends to look for a job. He has no particular job in mind. He had previously worked on a labor crew but doesn't want to do this work again. The only specifications he has for a job are good pay and good hours.

Ellen (Negro, female)

Since Ellen moved to New York City, a brief interview was held with her mother.

Ellen took a commercial course at Central City High School but was unable to find a job in Pittsburgh. She applied for several jobs here including one as a clerk-typist for a federal agency. She was subsequently offered a job by a local church group. She accepted the job, although it required her to move to New York. She earns $75.00/week and has no plans to return home. Her mother indicated that Ellen may be sent to college by her employer and she plans to pursue that possibility.

Jill (white, female)

Jill is presently working as an accounting machine operator for a wholesale meat company. She earns $65.00/week; her hours are 2:00 P.M. to

9:00 P.M. She was displeased with the work, with the hours, and with her supervisor. She planned to begin a new job as a clerk-stenographer, beginning September 19, 1966. She was looking forward to the new job as one in which she will be able to do more secretarial work and have better hours.

Jill attended a private business school for a short time but quit because, "I didn't like the courses I was taking. I was paying for it and it wasn't what I wanted." She had applied for three other jobs before taking her present job which she found out about at her high school.

She took the commercial course in high school, but her advice to other students was "go to college."

Kathie (Negro, female)

Kathie worked for three days as a tray-girl at a hospital but was discontented with her 11:00 A.M. - 8:00 P.M. hours and the people who "tried to boss the workers," so she quit the job. She said that her sister had a similar job and also quit. Since quitting the hospital job, Kathie has been actively seeking employment. She described 14 different job contacts including three private agencies, the Urban League, the State Employment Office, and the Youth Opportunity Center. In addition, she made direct applications at another hospital, an apartment complex, a utility company, a department store, two variety stores, the Post Office and a business office. At the time of the interview she had no job and intended simply to continue putting in applications.

While she has applied for a wide variety of positions, she would prefer a typing job. She has taken three typing tests on which she reported having scored between 28 and 50 words per minute, "with errors." She feels that her lack of business skills as well as her age (17) have been her major handicaps in obtaining a job.

Kathie took a general course in high school but wishes that she had taken business courses such as shorthand and bookkeeping. She reported missing school and wants to go back. "I'd like to take more classes, and I think I could have done better than I did." She reported having taken no job interest tests, having received no counseling or any other job assistance from high school.

Lee (Negro, male)

Lee is presently employed at a Pittsburgh university as a shipping clerk. While still in high school, he held a job "helping in the kitchen" at the university. His job hours are 6:00 A.M. - 2:30 P.M.; his pay, $1.63/hour (he started at $1.25/hour). He said that he likes his job "real well" and did not apply for any other job following his graduation. However, he will be married on September 11, 1966 and must answer an army draft call on September 20, 1966. He received his draft notice on August 18 and had set the wedding date one week prior to this notice. Lee is nineteen years old; his wife, whom he met in school, is seventeen or eighteen. He reported that he has his own car and likes to work on it. "I was looking forward to taking some kind of mechanical work," and was to see "the work principal at school (Central City High School) about an auto mechanic job."

Sally (Negro, female)

Sally works as the "night cook" (4:00 - 12:00 P.M.) at the lunch counter of a pharmacy. She described the working conditions as "all right." "The sanitation is good, the rest rooms are good, and you have first aid." She also said that "the money looks big...when you get payed every two weeks." She started as "counter help" and earned $1.00/hour, but she is now earning $1.50/hour and will earn $1.75/hour starting on her next pay. She indicated that she does not like to work in the daytime-- "I feel I'm at my best after I've been up and faced the day." She found out about the job in a want ad and began working weekends, 11:00 A.M. - 7:00 P.M. She was to remain working only weekends but began working full time one week later.

Previously, Sally had a job as a counter girl at a drug store working from 3:00 - 11:00 P.M. daily and on weekends. She was layed off after a month and a half. She then worked at a department store. "First I was a marker and then I went down to the sales floor in yard goods." She worked there for three months before "they layed off after Christmas." She also worked as "a supervisor in inventory and service work" at a vocational high school and "as a custodian aid" at another high school, as part of the Neighborhood Youth Program.

Sally is engaged to be married to a boy who has been in the army for ten months and is stationed in Fort Knox, Kentucky. When she marries him, she will live wherever he is stationed, but she will otherwise stay with her job and would eventually like to be manager. "The day time cook is supposed to be the manager, but I don't think he'll stay there long." Sally had considered going to a computer school, but she doubted that she will ever further her education. She reported surprise when she began looking for a job because "they give you a lot of 'I'll call you and let you know.' For awhile, I had a pretty bad time. For most of the jobs I didn't have any experience, and for some I wasn't old enough."

Sally had a distributive education course in high school and received counseling on how to take a job interview, including role-playing practice during which students were interviewed by the counselor.

Warren (Negro, male)

Warren is working as a stockboy in a shoe store, a job he got in January, 1966 while still in high school. His mother worked as a nurse for the storeowner's mother and got the job for him. He is earning $1.10/hour, which is unsatisfactory to him. He said that his employer "is nice..tight with his money, but nice." He was told that he would get a raise when he learned the stock and has been hinting for a raise, but his boss says "you're getting enough money now." He does not like the work and took it only because he needed a job. He said of the job, "I don't tell nobody, I work, don't talk about it." When asked about progressing to shoe salesman on his present job, he said he thought he could get it "but my patience with some of those people is not too good."

Warren's brother-in-law is a construction worker in Washington, D.C., and he is going to try to get Warren a construction job there. While Warren would like to go there in August, it is not definite that he will go. In any case, he does not see it as a permanent job but one which would enable him "to get away for awhile and earn some money." He also mentioned going into the service in order to learn a trade while in the service and attend school under the G.I. Bill when he returns. He thought that by this time next year he would enter the service if he isn't drafted before that. Should he decide not go go to Washington, he thought he could get a decent job by taking a Civil Service test. This would lead to a job such as "driving a city bus or a postman's job--but I wouldn't go through all that (Civil Service test) for that job" (postman job).

He would like more schooling, technical in nature such as drafting, but he has no plans at present to go to school. His grades in the general course in high school were not high enough for him to go to college. He is presently repeating senior English in summer school to get his diploma. His advice to students was "don't play around in high school because it pays off in the end."

Bob (Negro, male)

Bob works as a dishwasher in the cafeteria of one of the universities. He appeared to be much embarrassed to hold a dishwasher's job. He first explained that he worked in the "food room," then on a probe, in the "dish room," and only after the interviewer asked if he ever has to wash the dishes did he reveal that this was his job. He gets along well on his job, but "it's not the type of job I want, you know." He has applied for a job at a steel mill. There, he thought he would find "a better chance for promotion and pay."

Bob is engaged and is paying a hospital bill for his fiance. Such an expense and the further expense of marriage will not permit him to further his education at the present time, but he would like to go to some business school to be a typist. He also indicated that he may leave Pittsburgh, and perhaps Pennsylvania, to find a job.

He began an academic program but had to switch to the general course when he failed chemistry. He also took some business courses but not enough to qualify for an office job. He was quite persuaded that one needs "vocational training or education" to get a good job.

Cheryl (Negro, female)

Cheryl applied for several jobs, including "all the hospitals," for work in central supply or sterilizing departments, and several department stores for clerical or sales work. She reported having received a phone call just prior to the interview asking her to begin work at a variety store on Monday morning. She will be a sales clerk and be paid $1.25/hour.

She described a visit by her class to the State Employment Agency with some disdain. She said that they were told to "come back for a visit after graduation, but I went and they never called me back." On the other hand, she later revealed that she was called by the Agency and offered a job as a waitress at $65.00/week. She declined the offer.

Cheryl indicated that she had planned to be a secretary when she was in tenth grade. However, because she did not take the shorthand course, she wound up in the distributive education course. In this course she studied selling, retailing, merchandising, advertising, and business mathematics. Eventually, she would like to return to a technical school and study to become a surgical technician.

Ed (Negro, male)

Ed is working on a temporary summer job for Action Housing, building a playground. He got the job by stopping at the Mayor's Human Resources office. This was the first contact he made, and he was hired immediately. He is working with other graduates of Central City High School on his job, but he emphatically stated that he does not socialize with them. He earns $1.25/hour which he felt was inadequate pay for the type of work being done, but he is appreciative of the fact that a job was created for him. He stated that he is learning about many things he had never done before, such as laying bricks and shingles and using various tools. He also plays the trumpet in a combo, earning $10-15 a night when he plays, and as a vendor at the ballpark, earning $7-8 a night. He joined the union which entitles him to 20% of each dollar he brings in; union dues are $5 a month.

Ed is enrolled at Howard University where he will take a music education course beginning in September. When he receives his degree, he plans to enter the Marine Corps for a career. He wants to be an officer; he hopes to be a major or a lieutenant colonel. He does not intend to be associated with the Marine band because he does not like marches. He wants to enter the service for the excitement associated with his life. He stated that he is easily bored, didn't think he would like one job for too long, and that there will be more variety for him in the service.

Ed expressed rather negative feelings about Central City High School, directed mainly at some teachers from whom he received low grades. He stated that he should have gone to a different high school. He did not receive an academic diploma because of one course he failed. Consequently, he received a "general" diploma. Because of his attitude toward the school, he said that he did not try out for the football team although he did receive a letter for participation on the swimming team. When asked what advice he would give to high school students, he said, "It depends on what school they go to. If they go to Central City, I wouldn't know what to tell them, just to study, I guess."

Maureen (Negro, female)

Maureen lives in a block of neat cape cod bungalows, all about 10 years old, which is surrounded on all sides by very run-down neighborhoods.

She is not working but has done some looking for clerical work. She applied at a manufacturing company but was told her "ability wasn't too good," (typing 40 wpm and shorthand 50 wpm). She had only one year of shorthand and this job required 90 wpm shorthand ability. She applied at another firm for a typing job and was told to call back on July 18. No one answered the phone when she called and she has done nothing about it since. Her father heard of a job at a utility company where she was interviewed and took some tests. Her father inquired about the results and was told that she had not passed the tests. She also applied at a hospital, but they wanted a full-time clerk and Maureen only wanted part-time work. She had decided, by this time, to go to the Community College.

Originally, Maureen wanted to go to a business college, but even though they said her "average was 80," it wasn't high enough to be admitted. She has thus decided to attend the Community College starting in October. She pointed out that it is cheaper and that she can meet the entrance requirements which are a "C" average in high school plus a good attendance record. She will take a two-year course which will give her some training in clerical skills. She also plans to apply for a job at the Youth Opportunity Center, ("you don't apply for a specific job, but take what they have to offer"), for a part-time job.

Maureen was satisfied with her business course in high school because "I've a little bit of training to further my idea of how it goes." Her advice to other students included "know what you're looking for, have an idea of what you want, and have the ability that the job requires."

Nina (Negro, female)

Nina lives in an especially run-down neighborhood in a house that is badly in need of repairs. The family uses the "upstairs neighbor's" phone, ("they're very friendly with us"). She spends every afternoon at her friend's house down the street; her brother and sister went there to get her for the interview, and she returned there after the interview.

Nina is not working. She said she "would be satisfied with anything now." She thought that the college girls have all the summer jobs and this is why she hasn't looked for a job as yet. She planned to "go to school to take classes in training for a nurse's aid job." She had missed the current class but thought there would be another one in September. In the meantime, she planned to "go certain places and put in an application." She mentioned an apartment complex for "something in the cafteria" and a department store "and places like that."

While in school, Nina had one very short-term job at a university in the cafeteria line (a Youth Opportunity Center job). She was also interviewed for a job at a department store while in school, but nothing came of it.

She spoke very disparagingly of the general course which she took in high school. She thinks the academic course "offers you more, makes you want to go on to college."

Nina took part in the State Employment testing program and was told she had the "ability to work with large and small things with her hands," and Nurse's Aid work was suggested. She was sent to the Board of Education for physical exams, preparatory to doing this work, but was refused because she was a graduating senior. She emphatically stated that she needs a job. She would like to be a social worker, but knows she lacks the necessary training.

Mike (Negro, male)

Mike is presently employed part-time (four days a week) at a laundry close to his home. His job depends upon what needs to be done and includes such things as bundling shirts for the truck and washing clothes. Mike stated that his job is "all right," but he isn't making enough money. He earns $1.10/hour, with a raise in pay in November. Mike is quite concerned about the pay rate because he earned $1.25/hour while in school on a Youth Opportunity Center Job. He applied for this job the day after graduation, following the suggestion of a neighbor ("a very nice lady") whose nephew works there. (The nephew was to "put in a good word" for him, but wasn't there and Mike got the job on his own). Mike took this job despite the poor pay because he knew how many other graduates (from *all* high schools) there were looking for work. He thinks he could have found a better job if he had looked around more, but felt it wasn't a good idea to turn down a sure thing.

Mike is enrolled at Community College, classes begin September 26. Mike needed a job to save money for college, however, his father has been ill, and Mike's pay has been used for food and to pay his father's bills. He has not been able to save any money, his goal had been to save 50% or more of his salary. (This would have been about $17.00/week *before* deductions.

Mike worked as a "team teacher," (a Youth Opportunity Center job), while in high school, at an elementary school taking over classes when teachers were absent or in meetings. He had this job for 1½ years. Last summer, Mike worked as custodian at Central City High School--also getting $1.25/hour. Mike is really bothered about getting less money now than while still in school working part-time. Mike will try to find a part-time job that will fit in with his college class hours.

Mike plans to take drafting and design in the Community College; he feels that he can get "a good job that pays well" when he completes this course. He thinks that he would take more math courses in high school if he had it to do over. He took the general course and "waited too long" to take subjects normally included in the academic course. Algebra I is the only math course he took.

Mike felt that the school counselor helped many students to get jobs. Youth Opportunity Center jobs are found for eleventh graders so that they will have money for their senior year. The counselor found as many job opportunities as he could for the seniors. Many seniors took these jobs and also took civil service exams. Mike's advice to students is to follow up job opportunity suggestions promptly (same day or early next morning). Also, "keep good attendance record in school."

Ruth (Negro, female)

Ruth, who lives in one of the government housing projects, called through the door before opening it, but did not hesitate to invite the interviewer to come in after identification. The same procedure took place when interviewer left; Ruth lifted the shade to look out before she opened the door.

Ruth is not employed, has not looked for a job, and has no plans to do so. She said that she has not had any surprises since graduation because "I didn't expect to get a job." The Department of Public Assistance worker who calls on her mother has suggested a bookkeeping school--"they have a place to send you to learn what you want." She selected bookkeeping because the courses she liked best and found easiest in high school were business machine practice, filing, and bookkeeping, although she took the academic course. She stated that she was able to type 40 w.p.m. in high school. However, she felt that the courses she had did not prepare her for a job and she needs further training. Her counselor in high school suggested that she go to the State Employment Agency, take a test battery, and then attend a bookkeeping school if accepted. She telephoned her mother for permission to go to Pittsburgh to apply and her mother told her "to come on home." Hence, she did not follow through on the counselor's suggestion.

Ruth wants "an office job," but is waiting to hear from the Department of Public Assistance worker about the school. She stated that she passed the Post Office test battery but was notified that "they had a whole lot who passed, and had sent her name to other businesses." She had no ideas of her own about possible avenues of action and planned to get further suggestions from the case worker.

Louis (Negro, male)

Louis is working as a "cooker" in the engineering research laboratory of a large Pittsburgh food company. He says the working conditions are "what you might call 'top rank.' They have the newest machinery and techniques." He earns $2.48/hr. He was referred to this job by The Mayor's Committee on Human Resources. He was tested and interviewed and told he "did fairly well." He had also applied at a department store, a car rental company, and a hospital. He held a job for three days at the hospital, but "I quit working there because I didn't like what I was doing at all, not at all. I was in the housekeeping department mopping, buffing floors, and cleaning operating rooms. It seems like I wasn't putting my ability to use. And the pay wasn't nearly high enough ($1.25/hr.). I didn't graduate to push a mop. I have some skill even if it is a little." Louis reported having been "complimented two or three times" on his work at the research laboratory. He will get a raise "when I work sixty days," and has a good chance for getting a promotion.

Louis took "a general curriculum and some business" in high school but would take "a technical course" if he had it to do over. He has no plans to further his education formally. He did receive guidance and help concerning the job-world and indicated that he "could have been a filing clerk or a junior bookkeeper" if he had taken "business courses." He described a job aptitude test "down at the State Employment" as indicating that he "was high in putting ideas together, like business work, and low in finger dexterity." He indicated that he got no surprises out of the ordinary when he began looking for a job, just "come back again" and "we have enough." He likes what he's doing now; "I'm using some of my shop ability." He advises that high school students "further their education because the job I got, you might say it was luck that I got it."

John (negro, male)

John is working as a stock and bus boy and dishwasher-porter for a downtown restaurant. He is satisfied with his $1.25/hr. pay, his 8:00 A.M. 4:00 p.m. hours, and his supervisor. His brother-in-law and a friend knew the employer and helped him obtain this job. He had only to fill out an application and be hired.

While he was in high school, his school found him jobs as a glove-turner in a glove factory, a field attendant at a high school stadium, and a custodian's aid at the high school. He took manual dexterity tests at the Youth Opportunity Center which showed he was skilled with his hands. They sent him to a retail drug company to apply for stock work. Of that he said, "They told me they'd call me back." He was also "thinking about a mill job."

John had intended to go into "the service' before he graduated but then "changed my mind." However, he has taken an army physical and is most concerned about being drafted. He also said that he does not intend to stay with his present employer but might "want to take electronics. It's a good field." He would take such classes at a vocational school. Although he took the general and commercial courses in high school, he now feels that specialized vocational training would have been better because "for the kind of jobs now, you got to know, know, know --have it in your head."

SUBURBAN PROJECTS

Phyllis (white, female)

Phyllis is not presently working. She is enrolled in a correspondence course in the Weaver Airlines Personnel School. She began the course in late June and is allowed twenty-one months to complete it. She is now on lesson five of the twelve lesson course. She hopes to be ready to go to Kansas City for the one month training period there this November. The school guarantees graduates a job; the final payment for the course is withheld until the student is placed. Phyllis saw the school's advertisement in the newspaper and filled in a coupon; the school representative then called and interviewed Phyllis and her parents for three hours. She stated that the representative discouraged any ideas she had about becoming an airline hostess. Besides, her father would not permit her to take a hostess job. She indicated further that she definitely didn't want it, either. She thinks now that she will be a reservationist. Phyllis said that she has wanted to work with the airlines for a long time. She doesn't think she would like to work in an office every day, with the same people, doing the same work day in and day out.

She took a civil service test in June for secretarial work. She has not heard the results but feels she did not pass because the test was "really hard."

She would like to get a job for a few months to earn money to buy some clothes, but said, "All the college students are out and have all the summer jobs." She intends to apply directly to several department stores for secretarial or sales work after the college students return to schools.

Phyllis took the secretarial course in high school and is glad that she did. Typing is helpful to her in the correspondence course she is taking. She stated that she definitely received no help from her high school in finding a job. Phyllis advises high school students to stick to what they want to do. She is glad she's out of high school.

Joan (white, female)

Joan is employed as a secretary to two guidance counselors in the public school that she attended as a student. She "wouldn't trade it for anything right now. This is the first time I've ever been on the other side of the counter, and I'm anxious for the students to return." She earns $275 per month. She had applied for two other secretarial positions advertised in the newspaper, but did not follow through on them because she was hired in her present position. She was told about the job opening by one of the secretaries at the school.

Joan is pleased with the commercial course she took; "it was the only course in school that prepared you to go right out and get a job." She considered herself well prepared by the secretarial skills she learned in high school. They were very important for her to qualify for her present work. In order to advance in her field, she plans to go to night school to take an executive secretarial course. She said she received no job guidance from her school.

Joan's advice to students was, "Do the best you can in school; try to go to your guidance counselor more."

Colleen (white, female)

Since Colleen was unavailable, an interview was held with her mother.

Colleen had left for Salem College in West Virginia. This was a last resort after being turned down by nursing schools (because of a C average in high school) and not finding a job. According to the school counselor, most of the girls who applied to nursing schools were not accepted. Those who met the qualifications were not interested. Colleen had wanted to be a nurse since she was a child. She applied to four schools. An application fee of five to fifteen dollars is required. She could not afford more applications.

Colleen applied for work with a public utility company, variety stores, and to a restaurant to be a counter girl. All said they were not hiring. The utility company would have hired her had she had three years of typing. However, she had taken the academic course in high school in preparation for a nursing career and was not prepared for secretarial work. "It's not what you know, but who you know," Colleen's mother said in review of her daughter's job seeking experiences.

Colleen and her parents had conferences with the school counselor and found him to be very helpful and always available. He helped her in applying to nursing schools. Colleen was accepted by Point Park Jr. College and could have applied for January classes at California State College (September classes full). Colleen and her parents are pleased with the students and the campus at Salem College. For expense reasons she may try to transfer to a state college, the University of Pittsburgh, or Slippery Rock, next year. Her father's salary is fairly small, and her mother works in the school cafeteria; college expenses will be a burden, her mother said. If she finds a good job next summer, she will probably not continue her education. If she does continue with schooling, she will probably prepare to be a teacher.

Russell (white, male)

When the interviewer arrived, Russell was painting the trim on his family's house. He is presently employed by the maintenance department of an apartment complex as a painter/lifeguard. He learned of the job from a neighbor who knew the boy who quit the job. He had previously applied at department stores and a dairy store but was late in applying and found all positions filled. The painting part of his job will continue beyond summer. He said that he enjoys this work.

In late August, Russell placed applications to Midwestern University in Iowa, to Point Park Junior College, and to Allegheny Community College. He is unsure of what he wishes to study and plans to take a liberal arts course until he decided. His preference is to enter Midwestern University next March, but he will decide after hearing from all the schools.

In high school, he took a combination general and academic course which included biology and French. He now wishes he had taken a wider variety of courses. He does well on tests as indicated by the ones he took for Midwestern University, the State Employment Office, and in high school. The counselor told him that he could take anything he decided upon and do well in it if he wanted to. They directed him toward management. However, he said, "I get lazy--that's what's wrong with me." When he was a sophomore, "They set up a program for you to tell what's best for you." A list of jobs available was always put on the bulletin board at school. He applied for two of them, but there were too many people ahead of him. His advice to students was, "Apply early for a job; not much to tell them; get experience; that's all."

Renee (white, female)

Renee has not worked this summer. She had planned to apply for work as a waitress, the only job she thought was available. But, on the advice of her mother, decided to wait until her eighteenth birthday and apply for a position as a receptionist. She will apply directly to a large office complex, a steel company's research division (which presently employs her father as a brickmason and construction worker and her brother as a floor sweeper), and to an industrial manufacturing company.

Renee began taking the academic course in high school with plans to become an elementary school teacher. She was an honor student in the ninth and tenth grades. Her father then told her there was no chance of her going to college and that she should switch to the commercial course in high school. She did so, but lacked interest in commercial subjects and said that her grades dropped because of this. She had only one year of typing and no shorthand. This will limit her as she applies for a job because, "receptionists have to type and do little things like that around the office." Renee said she understands that there will be considerable competition for her to get the job she wants, with the amount of training she has.

She has not contacted the Youth Opportunity Center because it is necessary to reapply each week, and it "costs too much to go into the city every week." She did take the State Employment Service test battery and was "the best in clerical and speed, terrible in spatial relations." (She described the Minnesota paper form board test.) She was interested in data processing or business machine training, but the local vocational school was too crowded and the next nearest one was too far away. She does feel the need for additional clerical training and said that she wants to go to night school after she gets a job. She would like to work for two or three years and then get married. (She is not now engaged and just broke up with her boyfriend.) Her goal is to get a job as a receptionist or office clerk--"a little job and work up with senority and junk like that."

Renee didn't like the high school guidance counselors, except for one she had in tenth grade who left the school. She described one scheduled period allotted to students who wanted help. This period was devoted to scheduling of courses and not about jobs. In the ninth grade, she took an "occupational unit" during which "different speakers came to class to talk about their jobs, but we had to listen to the boy's things too and it was goofy, really stupid." The counselor did find a job for her sister. Her sister was later laid off and got a good secretarial job. Renee's advice to students was to "choose one field as soon as possible and stick to it and not change the way I did."

Dorothy (white, female)

Dorothy has wanted to be a secretary since she was in the 6th grade. She has now begun a one-year secretarial course at the Grace Martin Business School on a scholarship that she won. A cash award from a women's club helps to pay her expenses. She works part time as a junior secretary for the director of recreation and parks . She persuaded the director to hire her after hearing an announcement at high school that he wanted to hire a boy. She acts as receptionist, files, types (65 w.p.m.), takes shorthand (100 w.p.m.), and handles the same work as his private secretary. She had quit the job but was rehired at a raise in pay because "he couldn't do without me." She now earns $1.50 per hour, only fifteen cents per hour less than he pays his full-time help. She said that the work is very interesting, with much variety and never a dull moment. She works after school and on Saturdays, with some overtime in order to get all the work done.

Dorothy had applied at various shopping center businesses for part-time secretarial work during Christmas vacation. However, she had no success because she applied too late in the session. She took the tests for a secretarial position with a larger manufacturing company, did well, and was called for an interview. However, declined the interview having decided to go to business school before taking a full-time job.

In high school, Dorothy took the commercial course plus mathematics and chemistry. Her average was 3.7 on a 4.0 scale. She was pleased with her training, although she would have liked to have had data processing.

At that time, however, computers were not installed in the school. She felt that the business teachers gave her a good foundation in commercial subjects and job guidance, and her counselors helped her to choose a business school. Most of the work available through the school was for boys; for girls, there were only babysitting and household jobs. Dorothy's advice to students was to: "Stay in school and study."

Linda (white, female)

Linda, who will not be 18 until November, is employed full time in the office of a large restaurant and night club. She is one of three girls who take telephone reservations and do typing and general clerical work. She dates the owner's son and got the job through him. She is pleased with her job, including the $1.00/hr. pay and the 9 to 5 hours. She is glad to have a job and especially enjoys her surroundings --"it is not a chore to come, something to look forward to." She sometimes acts as hostess in the dining room and is especially pleased with this part of her job. She has no plans to change jobs. She will probably receive on-the-job training in business machines.

She previously applied to various shopping center businesses for sales or clerical work and was told to come back after she is eighteen. Although her parents would like for her to go to business school, Linda has no plans to do so. She took the general course in high school but included a few commercial courses. Her typing skill gained from the school course enables her to qualify for her present job. If she had it to do over, she would take more mathematics courses; mathematics was her best subject. She has no idea, however, as to what job this would lead to. She feels she had too many subjects, too much variety. Her advice to other students is to "pick a specific field and stick to it."

Scott (white, male)

Since Scott was unavailable, a brief interview was conducted with his parents.

Scott is now a member of the U. S. Air Force. He did some job seeking but found only part-time work as a bus boy in several restaurants. Rather than be drafted from college, he enlisted, planning to work in electronics. In the six weeks he has been in the Air Force, he has earned one stripe. There is a possibility of his going to Officer's Candidate School. After his enlistment he intends to take advantage of the G. I. Education Bill and go to college to study mathematics. He took the general course in high school.

Leo (white, male)

Leo has a summer job in the storeroom of a mine safety equipment company where his father has been employed as an engineer for a number of years. He said that he likes his work very well, especially the friendliness of his co-workers. After several weeks he was given complete charge of the storeroom while his supervisor was away on leave. He said that he did a good job with no particular problems-- "common sense is the main requirement for this job." However, he indicated that this job would not fulfill his ambitions. He sees it as absolutely necessary that he go to college. This is his main ambition at the moment; "get some money for college; get some good grades to get through."

Leo will enter Bethany College in the fall. He is an athlete and hopes to play football in college. He goes to a gym each day after work and exercises in preparation for football season.

Leo took the academic course in high school. He stated that he was given an "aptitude" test every other year to see what he was most interested in. His tests indicated "tendencies toward mathematics, social sciences, history, geography, outdoor sports, and athletics." The school offered assistance for finding a job, but he did not take advantage of it. His advice to students was, "It depends on what their goals are, really. Get a job you're interested in, one that pays well, has good working conditions, something for the rest of your life."

Connie (white, female)

Connie had planned to enter nursing school. She took the academic course to prepare for this, but she was not accepted by any of the nursing schools because of her grades in mathematics. Her second choice was secretarial work. She types but takes no shorthand. She now intends to enter Robert Morris Junior College to take the two-year business course which she hopes to finish in 1 1/2 years. She was also accepted at Duff's Business School but chose Robert Morris because it has a junior college rating. Her high school counselor advised this. He was surprised that she was not accepted for nursing school in view of the present need for nurses. She had spent all of the summer applying to various nursing schools and it was too late to apply to a small college.

Connie has applied to a large number of various businesses for a secretarial, cashier, or sales job - to banks, business offices, department stores, variety stores, a steel company, a public utility company, and with a private employment agency. Most places said they would call when they had an opening. No one called. Some would have hired her had she been proficient in shorthand. They also preferred college students to high school graduates. Her only job experience was gained doing volunteer typing for a Pittsburgh hospital last summer. After her unsuccessful job hunt, she has been doing a great deal of sewing.

In regard to her high school counselor, Connie said that when you found him you could talk to him. At the end of the year, he was busy with helping underclassmen plan their classes. She went to him several times for help in locating a job, but he only had openings for boys. She indicated no job guidance or testing for aptitudes.

Connie's advice to students was, "If you plan on going on to college, take academic because it prepares you; if you're not going to college, take business because it prepares you for a job."

Ralph (white, male)

Since ninth grade, Ralph has wanted to be a forest ranger. He had planned to visit his brother in California, and then join the service. He would then go to college on the G. I Bill and study to be a forest ranger. Ralph and his mother spoke of his desire to be a forest ranger several times. However, a very good job offer presented itself-- "too good to pass up." He has now begun a four year apprenticeship, with an electrical manufacturing company, that will prepare him to be a machinist or a tool and die maker. A friend who works for this company arranged an interview for him. Of 175 applicants, 15 men were accepted. Ralph is still amazed that he was accepted. He was in the lower fifth of his high school class and did not expect to get a job. He likes the work and considers the pay as extremely good, $2.05/hour, because he is learning a trade. "We thought it was wonderful," his mother said.

After his apprenticeship, he may go into the military service. There is a possibility that he will go to night school but will definitely not do so immediately. Ralph saves about two-thirds of his salary to buy a car. His mother said that he never went out to school activities much and doesn't go out much now.

Ralph took the general course in high school and is pleased that he did because he is not limited in what he can apply for; "I have a little bit of everything." He did wish that he had taken chemistry because "it would help no matter what you do." He felt that his courses, especially mathematics, were definitely helpful in the training he is now taking.

In the ninth grade, the counselor asked what he would like to do and suggested courses that should be taken to be a forest ranger. He suggested sciences, two years of language, and mathematics up to trigonometry. But, he said, "I was hard headed and took what I wanted anyway." The school did not help him in finding a job. Ralph talked with the counselor after his interview for his present job, and the counselor said the job would be a good choice. The aptitude tests in high school indicated he was best in spatial relations. This is the main concern of his present work.

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Ralph's advice to students is to retain what they learn - you don't have to get good grades. "One teacher said grades are not important. Remember what they teach you." He also said, "I'm glad I'm out of school. It's a little easier to go to work than to school and you get paid for it."

Bernard (white, male)

Bernard has a summer job in a steel mill. He said, "It was easier than I thought it would be to find a job." He worked in the grating shop, then as a shipper's helper, and is now a helper in the blacksmith shop, bending steel. "It's good money and it's not boring. The time goes fast." He works the evening shift. He got this job through several of his relatives who work for the same company. He said, "It's usually hard to get a job in general without knowing somebody. It's who you know. If you don't know anybody, you don't get anything. Most of the kids I know are working where their dad works." In describing the job he said, "My high school training has nothing to do with the job I do. All I have to do is move things back and forth. It doesn't take too much education to do what I do."

Bernard had previously applied to a hotel to be a lifeguard, but they did not need him. He also applied at the borough office to be a lifeguard and swimming instructor, a job he had held the previous summer. He was accepted for the job, but preferred the one with the steel company.

Bernard plans to enter Bloomsburg College in the fall, but would like to return to a local university after a year there. He does not want to be a physical education major and feels that, if he can improve his swimming, he will be able to transfer on scholarship. "If I drop about a second (off his time) I should be able to get some money" at the local university.

In high school he took the academic course and is glad that he did because it makes it easier to get into college. He got help from his school in applying for the hotel lifeguarding job that he did not get. He said that he received no guidance about jobs.

Paula (white, female)

Paula attended beauty school, but did not like it and quit after three months. She is presently unemployed and looking for a job. She has applied "at various stores in the neighborhood." She plans to work until spring when she will enter Passavant Hospital's School of Nursing if she is accepted.

In high school she took a diversified course that included home economics and some college preparatory courses. She is glad that she took this but would take the academic course were she to do it again. She said she received no help from her school in finding a job but she did receive guidance about jobs. She took the Kuder Preference Test which indicated that she preferred to work with people. She stated that she cannot make up her mind what she wants to do with her future despite the fact that her father tries to push her. She also said, "I'm not glad I'm out of school. I liked it." Her advice to students was, "Don't goof off; try to keep your grades up."

Janet (white, female)

Janet is unemployed, has not looked for a job, and has no plans to do so.

She will enter Robert Morris Jr. College this fall. Beyond that, she has not decided. At the moment, the possibilities include a sixteen month secretarial course, nursing, and perhaps teaching.

Jeffrey (white, male)

Jeffrey has a summer job working as a ground man for a painting contractor. His father got the job for him, and he feels that this is the easiest way for students to get a good job-- "ask your parents if they know somebody." He related that he and his co-workers work very hard and are proud to work hard. All apparently get along well. Jeffrey is very pleased with his job. He was especially surprised to find his foreman and supervisor working as hard or harder than their men. Jeffrey could have been a life guard, a job his father would also have helped him to get, but took his present job because it pays a dollar per hour more. He said he learned a great deal from the work experience that will help him to appreciate his college studies more and work harder to obtain something better than a painting job.

His opinion of high school was, "Actually high school doesn't give you much training. It just prepares you for college." Further, he felt that his classroom experience in high school was not particularly related to what he expects to find in college and, therefore, questions the quality of his preparation for college. Jeffrey could have gotten job guidance counseling in high school had he asked for it. He did not. He plans to become a lawyer. He took the general college preparatory course. "There was no other choice if you wanted to go to college. It wasn't a real good preparation for college, but it's the best I could except. They could have showed you how to study better--the teacher had all the right answers and you were always wrong."

Tom (white, male)

Tom is not presently employed. He worked in a doughnut shop for two weeks after graduation. His hours were from 3:30 A.M. to 11:30 A.M. Because the hours were disagreeable and his mother was concerned about having only a junior driving license, he quit. He is presently putting in applications at various businesses near his home but is handicapped by being under 18. He considers his age to be the big problem.

He and his mother were quite concerned that the high school counselor had discouraged him about going to college. Tom said he wants to go to college but is not sure how well he would do. He does have a strong interest in radio and broadcasting. He plans to enroll in an Allegheny County night school this fall and would like to have a job during the day to help pay his tuition and related expenses.

Tom wishes he had taken the academic course "to better himself" rather than the general one in which he "fooled around." When asked his advice to students, he said, "I really think it's up to the individual."

Judy (white, female)

Since Judy was unavailable, a brief interview was held with her younger sister. Judy has gone to Bellaire, Maryland to enter Eastern Christian College which is affiliated with the Christian Church. She is planning a career in Christian service, and will probably be a missionary. Her sister did not know what course she will take, but thinks it is a four-year course. She will probably try to find a part-time job at college to help with her expenses.

Judy considered a summer job, but did not get one because her younger sister got a job in the public library. Her mother works and Judy was then needed to stay at home with her youngest sister. Consequently, Judy spent the summer taking care of the child.

Martin (white, male)

Martin worked in a garage on weekends during high school and, after graduation, began to work there full time. A short time ago, however, he quit this job to take a vacation, not to travel--just to relax--before entering the Navy on August 15. Martin's answer to why he volunteered for the Navy was, "For one reason, I don't feel like going to college." However, he said that he does want to go to college someday. "I figure I might as well go in now and get it over with." He may possibly make the Navy his career, if he can be a physical education instructor. He would also like to become a draftsman. He hopes to get some schooling at the expense of the Navy, either during his enlistment or afterwards by going to college on the G. I. education bill.

Deborah (white, female)

Deborah was generally unresponsive and, consequently, only a minimum of information was obtained during this interview.

Deborah is presently attending Grace Martin Business School where she is training to be a medical secretary. She said, "I like children and I want to be close to medicine. I wanted to be a nurse, but I never made it." She had made no attempt to look for other training or for a job.

Alma (white, female)

Alma lives with her family. She is small and plain but not unattractive. She is unemployed and has not looked for work. She does intend to apply for work at a nearby shopping center. She has placed an application with an IBM computer programming school but does not appear to be very interested in the school.

She would like to be a salesgirl in a clothing store or 5 and 10. She wants this type of work to meet people. In a job she looks for interesting work, good hours, and security.

Alma lacks confidence in her ability to succeed in the adult world. Consequently, she has little motivation to find employment or to further her education.

Ward (white, male)

Since July 1, Ward has been employed as an apprentice electrician at a large cement company. During the last two years of high school, half of each day was spent in regular high school classes and the other half was spent at a vocational school, taking an electronics course. The cement company called the vocational school for applicants for the apprentice openings. Ward applied and was among the three persons hired. He feels fortunate to have this job. It pays $2.38 per hour with periodic increases. At the end of his four-year apprenticeship, he will be classified as a "C-rated" electrician.

Previously, Ward had applied to a utility company and to an electrical company, "just in general, for any job;" to a light company for anything in the electrical line; and to a data processing company. The data processing company hired a man with nine years of experience.

Both Ward and his mother indicated displeasure with the high school course he took because it did not allow for enough mathematics to enable him to pass the college boards. It seems the counselor suggested subjects like public relations and didn't advise him to take more mathematics. Ward also revealed that he earned only a D in plane geometry and did not go on to Algebra II and trigonometry. Ward and his mother are unsure of just what the counselor recommended but feel that he did a poor job of it and that it is the counselor's fault that Ward is not going to college. His mother said that the counseling is improving at Suburban Projects because her younger daughter is getting much better guidance.

Ward's original goal was to study electrical engineering at the University of Pittsburgh's Johnstown branch until he failed to pass the college board mathematics examination. He had tried to enter the vocational school a year earlier than he did. He is presently enrolled for a night course in electricity at Allegheny Community College. He now plans to complete the apprenticeship and change to a job without the cement dust because "it isn't healthy to breathe cement dust and it makes you lose your hair."

The general course with the electronics that he took in high school would have been satisfactory had he had more mathematics. Other than receiving the recommendation to the cement company, Ward received no job counseling. He advised that students study their subjects more and get high grades. He found, to his surprise, that "people don't hire you just to hire you, you have to take tests and beat out the other fellow."

MT. IVY

Brent (white, male)

Brent returned to Pittsburgh on September 3 from Wisconsin. He had a summer job there as a chef's assistant. He applied for a job while vacationing there and remained when his family returned to Pittsburgh. In Pittsburgh, he had hoped to work in the mail room at a steel company where his father works. However, since previous student employees all returned, there were no openings. He was not 18 until September 15 and was turned down at the larger department stores and a steel mill for this reason.

Brent will go to Trinity College in Hartford, Connecticut in September. Following his graduation from Trinity, he plans to go to business school, and then to work for an uncle who has offered to take him into his investment counseling firm in California.

Brent took the college preparatory course in high school. He said the guidance counselor in high school suggested several college possibilities and discussed his chances of getting into the ones he chose. He said that most of the guidance programs were job-oriented and directed toward students not going to college.

Brent advised that students who want jobs following high school should take the courses in school that will prepare them for jobs--vocational training.

Rose (white, female)

Rose worked part time during the summer in a day camp at her high school as an assistant music conductor. She worked three hours per day for six weeks and was paid $.80/hour, which was "not a lot of pay, but enough to pay for my school clothes for this year and was well enough for what I had to do. It was more fun than work, and I was being taught as well as helping other kids." Rose liked her work very much. She said she feels the work experience will help her at St. Mary of the Woods College in Indiana where she will begin to study music this fall. She plans to be a music teacher.

Rose stated that she could probably have had an afternoon job in a department store had she wanted one.

Her high school band teacher had told her about the summer job. Rose thought she would need to speak to the head of the day camp for the job, but, to her surprise, he offered her the job on her band teacher's recommendation. She had originally wanted to work as a camp counselor, in a crippled children's camp in particular, but put her application in too late.

Rose has studied music since the fourth grade with much encouragement from her parents and teachers. She took the academic course in high school and wishes there had been more music offered. Only orchestra and band were offered. But, one could not take both, and no other music was offered. It was of concern to Rose that "grades are stressed too much instead of learning. College should be stressed, but not to the point that nothing else matters."

In regard to counseling, she said, "We took all these junky tests all through junior and senior high school. They're not too good. They said that I should be a farmer, outdoors. I never took them too seriously. I'm very interested in camping and scouts and it showed up. I think it said music, but I'm not sure where."

David (white, male)

David is entering Point Park Jr. College in the fall and has no summer job. "All of the jobs were taken by college students that were here earlier when we were still in high school," he said. He put in job applications at a steel company, Mt. Ivy. Township for road work, shopping center department stores, and a construction company. "They said they would call if they needed anything." None of them have called.

David took the academic course in high school and was very glad he did. He especially liked his psychology course and would like to study this in college to apply it to business--the advertising end of business. He thinks it would be very interesting and be unlimited because the field is practically brand new.

David did not go to his high school guidance counselor for help in finding a job. "They're helpful in selecting your courses, but they really don't do much of anything; when you're a senior they slack off." David feels "great" about being out of school; "you're going into a tougher curriculum, but one phase of school is finished." As advice to high school students, David said, "Try to get the best grades you can because in the future, that's what's going to pull you through."

Joseph (white, male)

Joseph is presently unemployed. He had a job at an ice cream store but quit it to take a job as a laborer at the steel company where his father works. Joseph's age, as filled in on his application blanks, came to the attention of his supervisor and he ceased to be employed after three hours on the job. He now plans to try to be rehired on his old job until he is eighteen and then apply for a clerical job with the same steel company. He hopes such a clerical job would lead to a job in management. He will take any job they offer if a clerical one is not available. He has no specific training for a clerical job but feels he could make some use of his high school academic training which he could not do as a laborer. From just being hired for the laborer's job and the three hours he worked, Joseph decided that the idea that a high school education is sufficient to get a good job is a false one.

He did not earn good grades in high school and does not want to go to school again for at least a year. "I was tired of that rat race, they stressed go to college, go to college. It is no use to try to force someone to go to school when they don't want to go." Joseph is considering night school courses at the University of Pittsburgh in the future. If he had it to do over again, he said that he would study business administration, typing, accounting, and management, rather than the academic courses he took in high school.

Before applying to that steel company, he had tried another one and was told he was too young. Not knowing what kind of employment he wanted, Joseph then went to the State Employment Office and took the aptitude tests. The results indicated that he was suited for clerical work and "could do most anything I set my mind to."

In school, they sometimes had guidance programs-- "those going to college in one room; those not going in another room." The advice given in the meetings was to go to the factory and apply. The counselors got summer jobs for students but not permanent ones. "I told the counselor I didn't plan on school; I wanted to work but I didn't know where. She didn't say anything about that."

Joseph's advice to students was to get a good education. At this point his mother interjected with "study!"

Karen (white, female)

Karen has no summer job. She will begin a two-year secretarial course at Robert Morris Jr. College in the fall. She said that she had done a little job hunting but not much. She applied at a department store and several real estate offices. She went to one private employment agency, but did not arrange an interview because she found nothing of interest on their job bulletin board. Another private employment agency gave her a typing test. She was not informed of the results nor scheduled for an interview by them. Employers wanted older people with experience for permanent positions. "The junior college has a placement service and gives thorough training." Karen, therefore, expects no difficulty in getting the job she wants as a secretary.

In high school, she took the academic course and also managed to study typing and shorthand. She found this very suitable but would like to have had more business training. She is glad she had the academic training to give her a broader background. She did not like the scientific courses.

The counselor and Karen talked about getting out of school and into college or training and about what she wanted to do after school. She did not get help in finding summer employment.

Her advice to high school students was, "You should really be willing to do any kind of work at first--to have good references to fall back on when you go to apply for a good job. You definitely need the qualifications and further specific training whether you want to be a secretary or a physician."

Stanley (white, male)

Stanley worked this summer as a engineer's clerk in the office of a large manufacturing company; sometimes as a mail boy, doing some drafting, running the xerox machine, etc. An executive of the company is a friend of his parents and arranged the job. Stanley was bored with his work and accepted his 8:00 A.M. - 5:00 P.M. hours and $265/month pay in an unexcited fashion. He said that his immediate supervisor had not gone to college and that he tried "to impress everybody." Stanley indicated that his job was a little below his ability as well as his liking. "I was just channeled wherever they needed me. When someone went on vacation, I did their work." He commented that "the employee turnover is pretty quick" with this company, and almost everyone there was bored with their job. The longest anyone has worked there is two years, unless he was an administrative head.

He said that in high school about once a month the guidance counselors held separate conferences for the noncollege and college bound students. Following the interview, Stanley expounded and delighted in talking negatively of his high school guidance counselor. They "were the school joke, and it's a pity when you have five of them. They weren't appreciated. The job-oriented classes were too broad. You could go for advice, but nobody does." His physics teacher posted job opportunity information on a bulletin board in the classroom, and he here commented that teachers were quite helpful in relating such information.

Stanley took the college preparatory course with a concentration on scientific courses in high school. He said that he was inclined toward engineering, science, or architecture. He felt that some of the business courses would have been helpful. He will enter the University of Cincinnati this fall to study civil or mechanical engineering. His advice to students was, "Same as the television says - stay in school."

Donald (white, male)

Donald had a summer job as a grill man at a hamburger drive-in where he worked irregular shifts. He said he liked working with people and was able to maintain his patience during a rush and keep the production moving. He was paid one dollar per hour. He did not consider that to be enough considering some of his friends had made more on jobs they had held for shorter times.

He had applied at several department stores, a record shop, and a gas station before he was hired at the drive-in. However, they had already hired their summer help. He advised that students begin early if they want a summer job; it was more difficult than he had thought it would be to get one.

Donald plans to enter Robert Morris Jr. College to study liberal arts. If he does well, this will enable him to be admitted to Thiel College in January. At Thiel, he hopes to earn a B.A. degree and certification as a medical technician. He would then like to go to medical school--if he does well at Thiel.

In discussing counseling at Mt. Ivy High School, Donald said he asked for information about a school they didn't know was in existence, Lawrence Institute of Technology in Detroit, an automative electronics technicians school. He said, "The counselors keep good track of the students, if you don't request a conference, they know when you have a study hall and send for you. All in all, counselors do a pretty good job." When asked about the wide divergence of his interests--medicine and automotive work--he did not answer. He just nodded his head.

In speaking with Donald's mother, it was learned that she was very dissatisfied with the vocational guidance counseling. She thought that perhaps that was why he was being interviewed.

The family had moved to Mt. Ivy with the specific purpose of placing their son in what they thought would be a better school, better than the one their older son had attended. The older son had not received adequate high school training, they said. That son is now an "A" student at Carnegie Institute of Technology. Donald is not an outstanding student and, according to his mother, needs help and guidance. Another reason for moving into this school system was to avoid comparison of the two brother's achievements. Donald's opinion--"this school, on the whole, tries to teach the above average students; the average and below average students just go along for the ride." The family is disappointed with the school system and specifically with the vocational guidance Donald received.

Roger (white, male)

Roger has a job as a seasonal assistant for the main post office at $2.60 per hour. He calls in each day to see if they have work for him, usually night work, which is good for him as he works best then, and does not like to get up early. He likes his job very much. It has great variety--sorting, clerical work, unloading trucks, etc.--and varies each day, as do the people he works with. "It is not boring and you needn't think much--just follow directions. We can't just put things where we want to...which really isn't bad. Now I'm eager to go back to school and think again." He found the post office to be very efficient. "People are there to work, and do."

The U. S. Congressman of the district requested that the post office job be listed in the local weekly newspaper. Roger wrote the Congressman about it, received a reply, and went to apply for the job. He took a test on which he scored 100. They hire only those scoring 95-100. "We had an orientation session where they swore us in, showed us slides, played music, and took us on a tour of the place." About finding the job: "It was very easy. Actually, you just send a couple of letters out to find out how to apply and take the test. It wasn't hard."

He applied for another job, through the Youth Opportunity Center, doing survey work at $1.80 per hour, eight hours per day. He had an interview and took a test. "The test was ridiculously simple. I don't know why they gave it; some sums you had to add; they had a diagram of city blocks, wanted to see if we could find our way around if given directions. You had to rewrite a paragraph word for word." He was offered the job but decided to work for the post office as the survey job was a "tough one" and involved rising early in the morning.

Roger's hobby is an early morning one--twelve midnight to five A.M. (or at sunset)--picking up far away, short-wave radio broadcasts, listening to them, and recording what he receives. He sends the recordings to the stations and, "If they find the information sufficient, they send you a letter of verification." He belongs to two radio clubs and plans to go to a club meeting in Canada during his vacation.

Roger also works at a country club parking cars, earning ten to fifteen dollars in a six hour day, usually on a Saturday. He may continue with both part-time jobs on weekends after his college classes begin.

He will begin classes in September at the University of Pittsburgh. He plans to major in mathematics and enter some scientific field as a mathematician.

He took the scientific course in high school including all of the mathematics offered. He was satisfied with the course, but said, "High school was just a stepping stone for me. I still have eight to twelve years of college ahead of me. But some kids were glad to get out."

Bernadette (white, female)

Bernadette works as a secretary for a sewing company. She answers the telephones and does bookkeeping, typing, and filing. She likes the people she works with. She has always aspired to being a secretary and trained for it in high school by taking the business course--"it's always what I wanted to do." Her $56 per week salary is "enough for anything I could possibly want. It's good starting pay." Her immediate supervisor is the secretary-treasurer of the company, with whom others tend not to get along. But Bernadette said, "I get along well with him. When he says something I don't like, I turn around and tell him off." She replied to a newspaper ad, was interviewed, took a typing test on which she scored seventy words per minute with no errors, and was hired two weeks later.

Her job seeking was handicapped by her being only sixteen years old and by the "touchy subject" of her parents' wanting her to continue her schooling. "My parents never had a chance to go on to school, and they thought all their children should, but I was fed up with school." She said she may take some night classes in about a year but has no definite plans at the moment. She had also applied for a job with an insurance company, but she never called because she got her present job. Bernadette said she is happy with her work but she would like to be hired by a bigger company "like U. S. Steel or something." She expected a raise within about two weeks, but she cannot be promoted because there's no place to go; she's the only girl in the business with "twelve older men."

Her high school guidance counselor wanted her to go on to school, "was against anybody that wanted to go on to work. My girlfriend and I used to argue with her about it." Bernadette's advice to students was to "take a business course and study very hard with typing and bookkeeping, etc." She considers herself as having much more responsibility now that she is working on a regular job and misses the "lack of responsibility" she had in high school.

Roy (white, male)

Roy had a summer job working near Deep Creek, Maryland with two of his cousins. They buy timber "off the stump, cut it, and haul it out of the woods and stack it off the road in pallets." The boys had access to a power saw and a tractor with a trailer. They converted the timber to pulp and sold it for $67.50 per load. They bought the lumber for $2.00/cord and could produce a truck load of pulp every three days. Roy worked whenever he wanted to, normally from 8:00 A.M. - 8:00 P.M. He said that "it was good experience; it was hard work; except for the bugs, the working conditions were very good. The pay wasn't real good, but good enough. It was good enough for the work." Roy had not applied for any other jobs because he had known about this job since school was out. He began work the second week of July and stopped recently because one cousin went to Alaska and the other one went to summer school. This job is a possibility for next summer but he doubts that he will do it. He had planned to go into the military service, but now plans to go to college if he can get in. "It's too hard working."

Roy took the academic course in high school but thinks that bookkeeping and business administration would have helped him to get the job he wants. He is interested in forestry and conservation of wild life. The guidance counseling he received did not seem to have impressed him very much, "kind of tell you what job was best suited for you." As to how students might find a good job, he said, "It's up to them just to look."

Carl (white, male)

Carl works as a mechanic at a service station near his home. He pumps gas as part of his job, which interfers with his working on cars--"it's usually too busy to concentrate on one thing." He is earning $1.25/hour, a service station attendant's wage, but thinks he should earn $1.50/hour which is mechanic's pay. "I feel like telling him I'll just pump gas and wash cars if he doesn't give me more pay." He works from 7:00 A.M. to 6:00 P.M. and feels that these hours are too long, but he does like the extra money. His father got him a job with a moving company for the summer, but he could work only when they needed him, and the hours were 4:00 P.M. to 11:00 P.M. It was hard work, but good pay -- $3.22/hour. He would have liked it if he could have worked six days a week, but he had to sit and wait for a phone call and, perhaps, waste the day. He had worked part time for about a year in the evenings and on weekends for his present employer and at another gas station. When his present employer asked him if he had any experience as a mechanic, he answered that he had (even though he had none). This would enhance his chances for being hired. It did, and he has been able to do the work. "All places ask if you have experience. You say no, and they say forget it." Carl had somehow managed to hold another part-time job in high school, cleaning up the labs each night at a medical research center. His family does not approve of his present job. "They said it was a bad influence; I guess the guys I worked with." Carl had applied at four steel mills and another gas station for jobs, but feels he was handicapped by only wanting work for the summer as he will enter the Aeronautics Institute in Pittsburgh this fall. After finishing there, he intends to go right into the service, probably the Air Force, if he can get in. He wants "to get it over with."

Carl's parents wanted him to go to college. He wanted to enter a technical school to become an auto mechanic. This did not pay enough. He has now decided to study aeronautics because it will involve similar mechanical ability and offer better pay. His parents spent $130 to send him to the Psychological Testing Service of Pittsburgh for four days of testing to help them decide what his aptitudes and interests are. Carl said, "It wasn't worth it to me because I knew what I wanted to do." Carl took aptitude tests in high school and scored high in mechanics.

He did not want to go to college. "I was getting sick of school. I couldn't see just making it through or flunking out, doing something I didn't like." All Carl wanted to do was graduate from high school. He took the academic course, but "just didn't like sitting there, I guess; that's about all I ever did. It just seemed like a waste of time."

Laura (white, female)

Since Laura was unavailable, a brief interview was held with her mother. Laura, on the recommendation of her Penn State counselor, is attending the summer session at Penn State, taking ten credits. She is majoring in psychology and may go into social work or take an advanced degree in psychology. She mentioned that her father is a Penn State graduate.

Laura wanted to get a summer job, but decided to go to school when she was accepted for the summer session. A neighbor offered her a clerical job, to do filing, etc., in his office. She declined the job in favor of going to school. She wants her mother to place an application for her with a department store branch for working during her three to four week semester vacation in September. She has placed an application with an industrial firm for clerical work during her 1967 summer vacation from school. She has worked as a "Sidewheeler" at a local hospital and in the therapy department at another hospital. Both these jobs were volunteer work for which she received no pay. She has done a great deal of babysitting while in high school.

Laura's mother considers the counseling at Mt. Ivy High School to be very good.

Lois (white, female)

Lois was married on July 8, 1966 and is now living in a neighboring community. She did not graduate from high school because she failed a history course and lacked two or three credits which she would have had to make up. Her husband also attended Mt. Ivy High School. He graduated one year before she did and is one year older than she. Lois and her husband dated for two and one-half years before their marriage. She did not look for a job at the end of the school year. She is staying at home to be a housewife. She may look for a part-time job near her new home someday.

Ann (white, female)

Ann worked as a cook at a large downtown cafeteria from June 13 until August 12 when she quit to take a vacation before entering college in September. She applied for a number of jobs in a shopping center, but the cafeteria was the first one that would "take her as she was," i.e., with no previous work experience. It was a surprise to Ann that all employers wanted to hire only people with experience. She was accepted for a job as a waitress at a suburban shopping center restaurant but had already accepted the job with the cafeteria. Ann began her job as a "floor worker," clearing tables, etc. After one week she was promoted to cook, where she prepared and served desserts. She learned to prepare chocolate souffle, cheese tarte and other desserts by herself (the dietician tasted them before they were served). Ann had "never even read a recipe before that," and enjoyed learning to cook. Her friends thought her job was a "big joke" because they knew she couldn't cook. Her parents didn't want her to work, told her she could have anything she wanted, and especially "thought she was crazy" when she had to report to work at 6:30 A.M.

Ann will enter Grove City College in September. She plans to become an elementary school teacher. She saved all the money she earned, except what she needed for carfare, to use as spending money in college.

Ann was not pleased with the guidance program in her high school. She feels there was too much of it. Also, she feels they tend to be discouraging about the possibilities of getting into college. She was an honor student but felt "defeated" each time she talked to a counselor about college. There were homeroom guidance sessions once a week for three years, plus auditorium sessions. The college bound were separated from noncollege bound which she found distasteful--"it was like a badge on your forehead." One session was devoted to sororities and fraternities, which she thought useless because no one knew what the counselor was talking about. She also felt that as soon as she was accepted by a college, the counselor forgot her because "she was taken care of." In an attempt to personalize the counseling, the counselors learned the student's names. She felt that this was superficial and would have preferred that they had not pretended to know her and remember all about her.

Ann is glad she took the academic course in high school as that was the only choice if you planned to go to college. She did have one year of typing and wishes that she had had some shorthand. Very little job guidance was available for the college bound except for baby-sitting that was announced over the public address system. Her advice to high school students to get a good job was, "Pick an area you're interested in, get training in this particular area. Be specific about what you want. Don't go out and wander around in the streets looking for just anything."

Bradley (white, male)

Bradley is presently working at two summer dishwashing jobs. One is full time, at a large restaurant; the other is part time, at a small restaurant. His mother said, "This is a bad day to ask him about his job. He is fed up with the working conditions and the hours at the larger restaurant."

Bradley indicated that the restaurant is under-staffed with one person doing the job of two people. "They juggle the hours so that you have help only during rush hours and are left to finish alone, doing the job of two people. The smaller restaurant seems to have more help than the larger one." Bradley washes dishes for about 150 customers at the smaller restaurant, but has done as many as 600 to 750 customers' dishes at the larger one. The day of the interview he was going to investigate an ad that had appeared in the Sunday paper for another job. His parents are not happy about his part-time jobs, but, according to Bradley, they didn't have much choice in the matter. His mother objects to the hours and her son's irregular meals. He had a number of part-time jobs. In high school he worked six nights a week on the shipping crew at a discount hardware store. Since too many people were ahead of him in the school summer-job placement list, he just didn't bother with it.

Bradley is enrolled at Kent State College and plans to study business administration to lead to a sales job. He nopes that there he will be paid according to how long and how hard he works. He reflected that "not everyone should go to college." Bradley gave the impression that he would prefer to learn a trade. He said that he was going to college because he "has two parents who want him to, and you're considered a flunk-out if you don't." He felt that he would be happier for a while running a machine. His father recently sold a manufacturing business in Philadelphia. Bradley had spent a lot of time in the plant and apparently liked it. He stated that skilled machinists are always in demand and training in a trade is a good foundation for finding a job.

As for guidance counseling, Bradley said he was steered one way and went another way, making his own decisions about what to do. He also said that he was not a particularly good student and will decide about graduate training after he has had a year or more of college. His advice to students was, "Find something you're interested in and will enjoy as well as something you'll be paid for."

Jean (white, female)

Jean is interested in drama and music. For this, she found Pittsburgh and the local university are unsatisfactory. She is now in New York City where she has an office job and plans to enter a drama or music school.

The interview was held with Jean's mother who offered only general information and conferred with another daughter for much that was given. She expressed relief that her daughter has relatives in New York. She had urged Jean to stay in Pittsburgh and attend the college here. But Jean had told her "everything was going slow" in Pittsburgh and that there was "not much here for her." Jean is not expected to return to Pittsburgh but, if she does, her mother expects that she would still further her education and do part-time work. She revealed that there are other children in the family who "just want to take-off."

Eugene (white, male)

Eugene was dressed in tight blue jeans and an unironed grey work shirt. He wears his hair very long and nearly over his eyes. Eugene did not have summer employment. He earns some money for cigarettes and dating by doing work in his own home. Both his parents work. His father plays in a symphony orchestra and has music students; his mother is a nurse. Eugene has studied violin and piano and now plays trumpet. He would like to play with a combo, preferably one that makes recordings. In the fall, he will enter the University of Akron. He did not think he would then have the time to play in such a group.

He had wanted to travel this summer, but did not do so. He is going to New York for one week at the end of the summer. In midsummer, Eugene applied at two large department stores for a job as a stock boy and at a steel company for "any kind of job." All vacancies had been filled.

At the University of Akron, Eugene will major in psychology with intent to become a psychotherapist or a social worker. He chose these professions because he "likes people." He plans to spend one or two years at the University of Akron where he can live with his sister and brother-in-law who are graduates of that school, and then to transfer to one of the Pittsburgh universities to complete his schooling.

He was satisfied with his academic course in high school because it "did prepare me for college." He said, however, that any job you can get with only a high school education is so unskilled that it requires no training at all, unless it is a job requiring the manual skills you learn in a shop course. He considered the vocational counseling at Mt. Ivy to be good. They encouraged him to apply to the University of Akron.

Eugene was curious as to whether the University of Akron is subsidized by the U. S. Government for teaching ROTC. He does not know why it is a required course for two years and he wonders if he will have to cut his hair for ROTC participation. But, he said he didn't really care one way or the other.

Carmela (white, female)

Carmela was not available for an interview. Due to a family conflict, she was rooming with a friend at an unknown address. However, her mother was able to give some information.

During high school, Carmela worked part time in a suburban shopping village and continued this full time during the first part of the summer. She is now changing jobs to become an employee at a larger department store. Her mother commented that, "She's kind of floundering now." Carmela intends to work rather than go to school.

Bonnie (white, female)

Bonnie works from 5:00 P.M. to 9:30 P.M. each day as a waitress in a department store coffee shop. She had this job for several months during high school. "It's all right, but I don't intend to stay with it; that's why I'm going to school." She is attending classes from 8:00 A.M. to 1:30 P.M. at the Institute for Computer Management. Upon completion of this forty-week course, Bonnie plans to work as a computer programmer. Bonnie has had two raises since beginning her job and now earns $1.55 per hour which she considers to be good. She does not like the evening work hours but that is the only time she has for working. She said that she has a good boss, "we respect him." Bonnie's shorthand teacher arranged interviews for two jobs for her but she decided to continue with the job she had.

Bonnie took a half academic and half business course in high school because she wasn't sure of what she wanted to do. She is glad that she did this but would probably concentrate on business subjects were she to do it again.

Bonnie's advice to students was, "Of course they have to study. That's one of the main things really. But you don't realize it until after you've graduated and are looking for a job yourself. But it's not all mental. You have to be sociable, be able to get along with people; take part in the school's activities; get to know more of the kids."

Edmond (white, male)

Edmond had three years of machine shop training in high school. He applied directly to several steel mills to work as a machinist, or any kind of job--"all kinds of jobs in there, I'd take any kind." He found the tests at one of the steel mills to be very easy. He has not heard from his applications and feels it is because of the 1-A draft status he had at the time he applied. He also answered a number of ads in the newspaper with no success. He went to a private employment agency that would place him in a job for a fee of $300. Edmond has no idea about the job they would get for him for that fee-- "the higher the salary, the more the fee." His father was outraged by this and said, "If it had been to join a union, I'd have said go ahead do it, it's okay, but not a deal like that--just hand over $300 for nothing." Edmond took his present job as a gas station attendant and has worked five hours for each of three days at $1.00 per hour. He is displeased with the number of hours and the pay and does not like his immediate supervisor. His family was very disparaging about his job. His father said, "That's a silly job, but he wanted to grab something." Edmond stated repeatedly that he is looking for a better job.

Edmond failed the army physical and is now classified 1-Y, meaning he will be called only in an emergency. He said his chances of getting a good job are much better now that he is not 1-A. He still wants a job as a machinist or any steel mill job. He feels limited by his lack of experience and lack of a car. He does not plan on further schooling, "not at the present time. If I did go, I would get in some small college, but I don't have enough money and my grades are not good, a C+ average."

He took the general course in high school. "Because it was easy," he laughed. His guidance counselor asked what he wanted to do and informed him that his draft status would be a drawback in job hunting. He had no advice to give to high school students.

Patty (white, female)

Patty is working as a salesgirl in a men's furnishing store. This job is so pleasing to her that she has decided to delay her educational plans for a year. She was to enter a secretarial course at the Catherine Gibbs School in Boston, or one in fashion merchandising at Fashion Institute of America in Georgia this fall. She now earns $1.25/hour plus commission.

The Youth Opportunity Center sent Patty to her present employer to apply for a secretarial job in the credit department. That job had just been filled and they decided to hire her for sales work. She had some previous sales experience. She is the only female on the floor. This particular store hires girls only through the Youth Opportunity Center.

Patty had applied for two jobs in the secretarial field, one to an engineering firm where her shorthand speed (70 w.p.m.) was not fast enough. She was surprised that all employers wanted a person with experience--"how can you get it if they won't hire you?" She did have some on-the-job training in high school. For two months, the top six students in the office-practice class worked four hours daily doing all phases of secretarial work for a company. Learning how to get along with people during this office practice class was a help to her in her new job.

Patty took the academic and commercial course in high school and is glad she did. She learned that she wanted to be a secretary, yet was not limited to it. Her counselor had suggested the schools to which Patty applied. The advice Patty gave for high school students was a definite "you need further education, it is a must."

Arthur (white, male)

Arthur has a summer job running a small coin speciality shop. He is an avid coin collector himself, and finds this to be a job for which he is well suited. He only makes $1.00 per hour, but often works twelve hours per day. He also has the advantage of getting some very good coin buys. He has almost sole responsibility in running the shop. He opens the store in the mornings and has the combination to the safe. He needed to buy no special clothes to work in and can hitch or ride a bus to work. Had he not worked in the shop, he would probably have worked with his own coin collection.

Previously, Arthur had placed applications with other coin shops, a grocery store, and several large department stores, to work in their coin departments. One department store did have a coin-job opening later but only for Friday and Saturday work, so he kept the full-time job in the small shop. (It had begun as a part-time job but became full time.) Arthur says that a high school course in psychology has probably helped him in this job because "some of the people you meet are weirdos."

Arthur plans to enter college this fall to study electrical engineerin and will then probably go into the Navy. Arthur was in the Australian school system for three years and described it as follows: "you took the same nine subjects, that kind of covered everything, for each of the four years of high school. They trained you for a wider range of knowledge rather than specializing." He then spent a year and a half in an American high school to complete the entrance requirements for electrical engineering college. He did not ask for job guidance.

Arthur's advice to students stressed the importance of speech and the ability to talk as an important factor for almost any job, especially in working with the public. "Manners are also important, as well as having a proper attitude." He found it important "to be honest, to be on your toes, and, if you're selling, to be sold on the item yourself." "You can't just loaf around."

An elderly gentleman will take his place when he goes to college. Arthur has an offer to work in the shop on his holidays and for next summer.

Richard (white, male)

Richard left for the Marine base at Parris Island on August 31. A brief interview was held with his father. His father stated that he enlisted in the Marines because "he felt a need to be of service to his country." His period of enlistment is three years. His family wanted him to go to college as his brother had done, but he wanted to complete his service period first. He plans to apply for Officer's Candidate School and definitely will expand the education he receives in the Marines. Richard, according to his father, basically does not know what he wants to do; he hopes to make a decision while he is in the Marines. His father did not know if he plans to make a career of the service or not.

Wade (white, male)

Wade did not do well in high school and is having difficulty getting into the steam-fitters union. He was among the top 50 applicants for the union, but they only took 25. He has made no other attempts to find a full-time job and had "been fooling around lately." He did have part-time jobs for a while, as a metal sorter at a steel company on Saturdays, and as a gardener at his church.

Wade was strongly depending on the steam-fitting job, and was at a loss now for any job plans. "I thought I could walk in and say 'could I start working tomorrow?' Well, it was harder than I thought," he said. A friend had set up a job interview for him later that week, but he had no idea what the job entailed, although it had been described to him. He does not wish to enter into further schooling. As he sees it, his high school training has nothing to do with the steam-fitting job. He did state that you had to graduate from high school to get the job. "It's helped me out in all-around things. You can figure out anything." Wade did go to his guidance counselor to talk about the steam-fitting job. His advice to high school students was to get better grades--he thinks he could have gotten the steam-fitters job had he had better grades. At present, he does not know what he will do, nor what he wants to do.

MILLTOWN

Aaron (white, male)

Aaron is recuperating from accidental, self-inflicted gunshot wounds in his left thigh which occurred during target practice. He spends most of his money for shotgun shells and plans to continue to do so. His mother was present for part of the interview and seemed fascinated that her comments were recorded.

Aaron had a summer job for four weeks with the Milltown City Park crew working outdoors, cutting grass, etc. His uncle, a councilman, and an older brother, who also had this job at one time, helped him to get this job. He now earns all his own money by working two nights a week at a bingo game ($4 a night) and cleaning up in a drugstore ($3 a week). His older brother, who has a $100 per month job as a janitor in a lumber company, has Aaron help him at times and they share his pay. Aaron applied at a different lumber company for a similar job and was told to come back when he reached 18. He stated that he could have had this job had he been a year older. He also applied at a supermarket, but they did not need anyone.

Aaron plans to enter IBM school on September 19th at a branch of the Allegheny Community College. This training will lead to a job as a computer programmer. He had previously planned to go to the School of Aeronautics, but changed his mind. His father will pay his tuition, which is $300. He stated that his father says that it'll be worth it as long as he gets the grades.

Aaron took the academic course in high school and is glad he did because, "I think it was a better course, you learned a lot more." His advice to other students is "to study harder, mostly."

Alice (white, female)

A brief interview was held with Alice's sister.

Alice is presently attending Indiana State College in Indiana, Pa. She apparently chose this school above others where she could have also enrolled. She is in the school of education and hopes to work someday with the mentally retarded. She was accepted at the college on the condition that she begin this summer due to student overcrowding. She will then have to leave school in the fall to return again in January when the departure of the January graduating class will provide room for her.

Her sister reported that Alice will look for a job when she returns, possibly at a nearby sportswear factory.

Pam (white, female)

Pam will be twenty years old in three months and is engaged to be married on July 22, 1967. Her boyfriend went to a nearby high school and is now manager of one of a chain of drive-in restaurants. Pam would like to find a job to help save money for her marriage and, also, to take up much of her present spare time. She has been "to the employment office" and was interviewed there, but she has not heard from them since. She is looking particularly for employment in a sewing factory, where they should be hiring "in a month or two." She "was scared" when she went to apply for a job at the sewing factory, but "knew I had to get something."

Pam graduated from high school in the general course, although she was originally in the business option and would have preferred to stay in this field of study so that she "could have been a secretary or something." However, she transferred out of the business curriculum "because all of my girlfriends were dropping out and I thought I'd do the same." She spoke with her high school guidance counselor "about going to mortuary school," but "from different people I heard that it was terrible and not the type of work for a woman. People discouraged me."

Pam reported that she "feels good to be out" of school, yet wishes she had an activity or job to fill this excessive spare time. She does reflect that she wishes she would have taken her schooling more seriously. "I know if I'd put my mind down to it before, I could have gotten a lot more out of it." She advises high school students "to do the best they could. They wouldn't realize it now, but after they got out they would."

Pam someday would like to work "in a sewing factory or, if I went on to beauty school, I'd like to be a beautician." She would like these jobs because, "Well, for the beautician - I like to fix hair. And for the sewing factory work - I like to sew."

Marc (white, male)

Marc went to the Youth Opportunity Center in town to take an aptitude and ability test, but otherwise had no intentions of asking for any job offers. He reported that the tests indicated that he "could have any job." But, he intends to wait until September to see if he will be hired as a machinist at the local steel mill. He was interviewed at the mill and took tests on which, he felt, he performed well. However, he was told that he would have to lose weight before the mill would accept him. He also applied for machine apprenticeship at another large factory in the area, but he didn't think that he passed the test there. He would enter a four-year machinist apprenticeship, should he be accepted. Should he not be accepted, he intends to enroll at a Pittsburgh trade school "as a machinist." He does earn his own spending money by delivering newspapers and helping "guys on trucks," (soft drink delivery trucks) at times.

Marc took a general course in high school including as many vocational courses (machine shop, metal shop, and electrical shop) as were available. He had planned early to prepare himself to become "a skilled machinist down at the mill."

Becky (white, female)

Becky is not presently working but has been hunting for a job since June. She is looking for either a clerical or a sales job and is not now particular about which she gets. She remembered nine applications she had placed, some of them in Pittsburgh, including a utility company and a large department store. She plans to go to Pittsburgh again to visit private employment agencies. All of her contacts have been direct.

Becky stated that, in regard to clerical skills, "they expect you to be about perfect" in Milltown, whereas, in Pittsburgh, they accept a wider range of skills. She felt that the large number of applicants for local jobs was responsible for the requirements being so high in Milltown.

Becky is confident of her clerical skills and felt that she had a good course in high school, including training in all the things she needs. When asked if she felt limited in finding a job, she said, "I've had everything they ask for." She reported that she types about 40-50 w.p.m. and takes 90 w.p.m. in shorthand. She had a year of business machine training which she said was a big help. She had thought of attending a local business school, but heard that graduates of the school had difficulty in finding jobs. She decided, therefore, that she might save her money and find a job now instead.

Becky has an aunt in Detroit who teaches in a beauty school. The aunt is in Milltown for a family wedding and Becky plans to talk to her about the possibility of returning with her to Detroit, either to go to beauty school or to look for a job. She will be able to live with her aunt and is seriously thinking of making this move.

Rachel (white, female)

Since an interview could not be arranged with Rachel, her mother was interviewed. Her mother reported that Rachel is working as a receptionist in a physician's office, replacing her cousin who is on vacation. Her hours are irregular. She works until the office closes, which depends upon the particular patient load each day. This is only a temporary job while her cousin is away. Her mother stated that Rachel had tried very hard to find a summer job, but because she was honest enough to state that she would be quitting in September, she has not been able to find one. She is enrolled at Indiana State College where she will major in home economics. She will live on campus, coming home for holidays only.

Rachel applied for a job as checker at a supermarket. They wanted full-time help and would have hired her if she had promised to work evenings during the fall and winter. However, she did not want to work while in school and she also plans to live away from home. She also applied at the Milltown Hospital, for work as a nurse's aide, and at a local record shop for work as a salesclerk. Neither the hospital nor the record shop was interested in summer help.

Her mother said that Rachel really hated to waste all this time, since she wanted to work and help out some with her college expenses. She also indicated that Rachel felt very bad that she couldn't find a job beyond the few weeks at the physician's office. Her mother added that had Rachel wanted a full-time job, she could surely have found one.

Barry (white, male)

Barry's mother woke him up for the interview which took place at 1:00 P.M. Barry did not look for a summer job. In fact, he has never held nor ever looked for a job. He plans to attend the University of Miami in the fall and take "whatever courses are required for the first year." He reported having chosen this school because,"its nice and warm down there." Barry has not selected any particular major as yet.

Barry took an academic course in high school to prepare himself for college. He reports not having gotten any guidance about jobs or college. His mother clarified that he had never requested any guidance. He took job-interest tests in eleventh grade on which, "my interests showed up about the same in everything." His advice to students is, "finish school."

Carol (white, female)

Carol lives in one of the more expensive neighborhoods in Milltown. She did not work during the summer, nor did she apply for any job.

Carol took an academic course to prepare for college. She was given aptitude tests in high school which she recalls as having been "silly." Her advice to students is to "decide what you want to do, take the right course, and study as hard as you can."

Carol appears to be steady and settled and knows what she wants and where she is going. She is now a freshman at the University of Pittsburgh in the School of Education. Carol said that she always wanted to be a teacher and that's exactly what she plans to do. She also expects to do well, to get recognition for her achievements, and is sure she will succeed.

Sandra (white, female)

Sandra lives in a house in the older section of town with her parents and eight younger brothers and sisters. She had finished her household chores and was waiting for the interviewer.

Sandra is not presently working. She has applied at the Youth Opportunity Center, at an insurance company where her sister works, and at another insurance agency in a neighboring town. The Youth Opportunity Center Office promised to call her if any clerical openings occurred, but she has not heard from them as yet. She was told that when her sister marries in

February, Sandra can have her job as receptionist at the insurance company. She was also told that she is first on the list to be called for a job when the other agency opens its new offices. She mentioned that she will not be 18 until January, 1967.

Sandra stated that she talked with her high school counselor when she had problems and always found her ready to listen--"you could stay all afternoon if you wanted to." They talked about her failing English grades and about her problems in adjusting to Milltown High School when she transferred from a nearby school. The rivalry between the two schools put her at a disadvantage, she felt, when she tried to interact with the teachers and students. The counselor "helped her to talk to the kids and told her how to be with the teachers." However, she stated that the counselors were "more for college. They arranged for you to visit a campus you were interested in and helped you find a college." However, if a local store requested employees, the counselor chose the best candidates and sent them for interviews. Sandra's business machine teacher told them "what to do when we go to get jobs." Each day they listened to a five minute record of secretaries talking to their bosses, answering phones in an office, etc. After the records were over, they answered questions about the contents of the record on a sheet of paper. He also read letters he received from students of his who were now employed.

Sandra took a combination of academic and commercial courses. She wanted to be a nurse until she got a "D" in chemistry. She then turned to her commerical training and now wants a clerical job. She does not have shorthand but she types and can operate business machines.

The State Employment Office recommended that she attend a school for operating-room technicians. She has until September to decide, but she doesn't have much interest in the course. She has no other plans to continue in school, but she does wish she could have one more year in high school where she would really study, take shorthand, and learn all she could.

Dawn (white, female)

Dawn's parents were interviewed in the living room of their larger than average house. Her father owns a beverage-distributing business and the family appears to be prosperous. She has two sisters now in college, both attending summer school, an older brother who is a college graduate, and one younger sister still in high school.

Dawn is presently attending Waynesburg College where she is majoring in French. She had only four days vacation between high school graduation and the start of her summer college session; she will begin her regular school year August 30. Her mother states that she had a difficult time sticking to the study routine during this hot summer and her parents had to give her pep talks to keep her going. They have rules regarding study; both girls have to study on week nights, but are free to do what they want on the weekends.

Her mother said that Dawn likes Waynesburg because it is a small college. She has thought of transferring to the University of Pittsburgh for her last two years of college, but has not definitely made a decision. Her mother states that at times Dawn thinks she will teach French, at other times she talks about working for the government or going into foreign service. She spent one summer visiting with her older brother who was attached to the American Embassy in Paris and toured Europe with him for one month.

Tina (white, female)

Tina applied for a job at a bakery, at a department store and also visited the local employment office, but none resulted in a job. She consequently decided to spend most of the summer visiting her sister in Florida.

Tina will enroll at Juliet Gibson's Career School in Pittsburgh, on September 26, to "take up public relations." She studied the academic course while in high school, but she says now that "I should have just taken business, typing, and shorthand because I never intended to go to college." When she attempted to transfer into the business curriculum in high school "they wouldn't let me. They said once you sign up for a course, you're stuck with that course." She admits that she "fooled around" in high school and that she's glad she has graduated. She is looking forward to attending career school and would like to be an airlines reservationist or work for a travel agency. She would like to find, in this job, a "high salary," the ability to "feel at ease" with her work, and "a job I can progress in."

Norman (white, male)

The interviewer made an initial call at 2:00 P.M., but Norman was still in bed. The interviewer returned at 3:30 P.M. and spoke to him in the dining room with his mother and younger brother present.

Norman is not working, has never applied for a job, and has no idea of what type of job he would like. He is enrolled at a private midwestern college and will begin in October. This college is described as employing team teaching methods and private tutoring if a student gets two "C's" in a row, and as guaranteeing that every student will successfully complete the college year. A representative of the college visited his school and showed pictures, etc. His guidance counselor felt that it was the ideal school for Norman.

Norman's mother stated that he was on the waiting list at Washington and Jefferson, but visited the campus and didn't like it. Also, she said he was accepted at California State College for the summer session in June but didn't want to go to school during the summer.

Norman admittedly doesn't like to study and stated that "he could probably do anything if he put his mind to it." His mother made statements like "you have to grow up," and "if you'd put your mind to it." Apparently Norman is under pressure to go on to school because he shows no interest or enthusiasm. His mother says that he doesn't like the idea of going out to the midwest, either, but that at one time he did show some interest in an Aero-Space school in Miami.

Norman sleeps most of the day, his only interest being in taking automobiles apart and putting them together again. While probing brought out very little, he did state that if he had stayed in a college course for four years and studied harder that he might now be able to get into a better school. His advice to students follows this same idea.

Elaine (Negro, female)

Elaine lives in a tiny, crowded apartment directly across from the steel mill.

Elaine is presently unemployed. She went to a State Employment office where a man told her about a job at a sewing factory. She has "never called yet." She also went to three banks in Milltown and was interviewed at one of them. They told her that she would have "to write into Pittsburgh or either go in for an interview and form" in order to land this job. "I didn't write Pittsburgh yet," she added.

Elaine had some typing and shorthand in high school although she graduated in the general curriculum. She wants a job that she likes, "something that has typing or clerical work." She had wanted to be a beautician before she graduated and is still considering this field. Although she wouldn't mind training to be a beautician, she would not like any additional formal schooling. She felt that "if I would have studied and put more effort into my studies," she would be more qualified and find it easier to locate a job. She advises high school students to "take the courses they think they'll need to help them, to make them ready for a job."

Cary (white, male)

Cary entered California State College "the week after school was out." He drives to school from home every day to attend his classes in political science. He indicated that he may change his major to philosophy this fall because "it's a good pre-law course," and he would like to be a general practice lawyer someday. He thought that he would be able to succeed "if my grades are good enough."

Cary took the college preparatory course in high school, but he feels that "some of the courses, not all of them" helped him. He described his language and trigonometry courses as unnecessary. "What I do need is English composition." He advises that one should "have a college education; it seems to me you need one today."

Vera (white, female)

Vera was interviewed in the pleasant living room of an above average house compared with others visited in the community. Her parents were laying a rug in an adjoining room but did not take part in the interview.

Vera is working for an insurance company for the summer. Her minister recommended this job to her. She applied directly to the company for the job in May and was hired in mid-July. She reads and answers letters sent to the insurance company concerning Medicare. She states that all that is needed on the job is common sense. She works an average of 10 hours overtime each week and also works on Saturday. She will quit her job August 26 to prepare for college in September. Since her parents will pay her tuition, she is saving her money ($200 so far) to buy clothes for college.

Vera also applied at a newspaper office for "any job;" she has a friend who works there who recommended that she apply. She also applied at a private employment agency, with no results.

She took an academic course in high school and plans to take a liberal arts course at West Virginia Wesleyan, and then take a one year course at the D. T. Watson Home for a career in physical therapy. She made this decision herself and did not contact her counselor in high school, although the counselors were available "to recommend jobs in the field you wanted."

Faye (white, female)

Faye lives in a basement apartment which looks like a converted school building. Faye was interviewed at her lunch table with a friend who remained at the table during the interview. The friend made comments and prompted Faye occasionally. Faye's mother, who was present briefly, asked if a job offer was involved.

Faye was not responsive; she made only brief comments. She does not ask much for herself - any job will be all right for her, any pay will be acceptable. She has made no contacts in search of a job, other than contacting the local "unemployment" office. (Both she and her mother called the State Employment Office "the Unemployment Office.") Faye stated that her test results at the State Employment Office (taken while still in school) resulted in the recommendation that she go into public contact work. However, the job interview they arranged for her on August 20 is for a job in a sewing company ("they have big sewing machines, do all kinds of stuff there"). She has some friends who work there who told her about the company. While Faye does not know much about the job, she thinks she has a good chance to be hired either there or at the new plant which is going to open soon. She likes to sew and took sewing courses from 7th to 12th grade. She made her own clothes in school and would do so now if she had a machine at home. Faye's friend stated that she thought the job paid $1.35/hr. for an 8-4 period, the rate going up when you join the union.

Faye is very vague about what she wants to do, indicating that any job will do, and any pay rate will be all right for her. She said, "It'd be different if I was married and had to get a job - but even then this one'd still be okay."

Faye took a general course in high school. She thinks she might take a business course if she had it to do over again, so that she could get a good office job as a secretary. Her advice to other students was that it is good for everybody to have typing, shorthand, and bookkeeping.

Patrick (white, male)

Patrick was interviewed in the livingroom of a small apartment over a store in the fringe area of the business district. The apartment was very clean and neat, and extremely hot.

Patrick, along with two of his high school classmates, is attending the Pittsburgh Aeronautical Institute at the Allegheny County Airport. This training will enable him to take a job as an airplane mechanic. He stated that there are many job opportunities in this field and he does not anticipate any difficulty in finding a job when he completes the course.

He tried to find a part-time job while still in high school, but was unable to do so. He took the State Employment Office test battery and was told he had mechanical ability. The state employment representative asked if he would like to have a summer job and said they would try to find one for him. But, "they never did."

Dale (white, male)

Dale is presently attending California State College. His mother and father were interviewed. They said that he did not apply for a job prior to starting college. Also, that he would rather have gone to Indiana State College to study music, but he was not accepted there because "his score wasn't high enough." Since they do not have a music school at California, he will study "secondary education" with the hope of transferring into Indiana. "But that wouldn't come until next year, if it does happen." His parents seem concerned that he finish his schooling in four-years - "that's all Uncle Sam gives him; he's the boss; I'm not."

Amy (white, female)

Amy had some sort of summer job (not obtained by the interviewer) for a few weeks. She had quit the job and was planning to attend Indiana State College in September to major in education.

Amy took an academic course in high school and had early plans to go to college. She reported having been well counseled about college while in high school. Her advice to students was to "study hard and use your high school time to prepare for work or more school."

Gloria (white, female)

Gloria was interviewed in the presence of her mother, who made a number of very emphatic and somewhat autocratic comments. The home was pleasant and in a nice section of town.

Gloria is not employed, but has been applying for jobs since she graduated. Her method is to send out a letter which she prepared, apparently with some help from her mother. She has sent letters to five organizations in Milltown, such as, the high school, two steel companies, a bank, and a savings and loan company. Her mother stated emphatically that Gloria had not made any contacts in the city of Pittsburgh when this question was asked. Her mother also offered that there are no local private employment agencies in Milltown. The "unemployment" office in a nearby town told Gloria to continue sending in her applications and they have her name on file.

She took the secretarial-commerical course in high school and feels that she was well trained and "got a good education, they really helped us." Her mother agreed with this estimate. Gloria is able to take about 120 w.p.m. in shorthand, types about 40-50 w.p.m., and had three years of bookkeeping. She had thought about "going to Douglas," (a local business school) but they teach a beginning course and she is trained beyond this level.

Gloria stated that they had assemblies in high school which told them how to look for a job, how to look up ads in the paper, and sent them to the State Employment Office for tests. She reported having scored A's and B's on the skill test at the employment office.

She will not be 18 until January and feels this may be a handicap. However, her mother disagreed and stated that because men at one of the local steel mills had been displaced from other jobs and were taking the typing and shorthand jobs, few girls were being hired.

Gloria mentioned that her high school opened on the 30th of August and that she felt sad about not returning.

Ray (white, male)

Ray intends to enter Triangle Drafting School this fall and has been looking for a summer job with "no success." He has applied at a tool and dye company, a restaurant, a lumber company, and at the city department in Milltown, but has not heard anything since his initial application.

Ray took the general course in high school, "because I needed that course to take drafting; it was like the first step to drafting." If he had it to do over, however, he would "probably" take "the college course." "I realize now you need a college education, if you want a good job. Someday, I would like to have a drafting job. I like that sort of work. It's not boring to me. And if you're good enough at it, it pays good, too." When Ray does find the job he wants, he feels that it should include "high income, good surroundings (a good employer), and a well established, well-known company."

Earl (white, male)

Earl's mother was present for the entire interview, but didn't say much. She listened to her son and smiled all the time. Prior to the interview, Earl became upset with the interviewer when she blocked his driveway.

Earl is presently working at a dairy store as a clerk, a job he has had since last summer. He began to job hunt last August and this job was a last resort. He feels the pay ($.85 to begin, not $1.00/hr.) is inadequate for the work required, especially when compared with the $1.35/hr. which one of the supermarkets pays just for packing grocery bags. In describing the relationship of the various employees at the store, he indicated that a great deal of favoritism is displayed, apparently not to his advantage, although he has been told that he can have a job at the store next summer.

In high school, Earl took the scientific engineering course which includes advanced mathematics. Apparently he does well in mathematics and was placed in this course by his mathematics teacher following an "A" average in Algebra I.

He had much to say about guidance counseling at school. He applied for a scholarship, which he needs to attend Case, and was told by the counselor that he was sure to get one. Case called the counselor and said that if Earl did not get his scholarship to call them and they would try to get something for him there. The counselor forgot to return the call until Earl learned of the situation in a letter from Case and reminded her. Since the call from the counselor was late, Earl did not get any help from Case. Earl is now on probation at Case for one semester. If he does well, they will again attempt to secure a scholarship for him. He stated that the counselor (just one for 10, 11, 12th grades) talks to students who fail and works to get scholarships for honor students and outstanding scholars, but all others must do things for themselves.

He also said that the favoritism among the guidance counselor, the principal and the teachers "was a shame." The mathematics and science teachers are sympathetic to him and "said something should be done about it." The system for awarding scholarships is weighted so that favoritism again is a factor, and Earl knew he had no chance of getting one. However, he did say that the guidance counselor had nothing to do with the awarding of scholarships--"the system can't be touched."

Beth (white, female)

Beth placed an application with a home for crippled children and has been waiting to be called for an interview. She felt sure that she would be hired since she had experience working with cerebral palsied children during her last year in high school. In the meantime, she is "enjoying a free summer."

Beth took a secretarial-business course in high school. She indicated that she didn't get along with her teachers and is "glad it's over and I'm free."

She said she was not counseled because "there wasn't anything for the kind of job I wanted." She would not consider further formal education because "I don't need it. It's stupid for a girl to get more schooling; she ends up getting married anyway."

Sam (white, male)

Sam began work in August as a laborer, stacking lumber at a saw mill. He worked there for three weeks until he was layed off. He then helped his cousin for a week doing auto-body work, and must wait three weeks to hear if the Air Force will accept him.

He failed a Navy examination, but passed the one that an Air Force recruiter administered to him. If he should for some reason be rejected by the Air Force, he indicated that his grandmother might send him to an auto mechanic school, "maybe in Cleveland or anywhere."

Sam did not like his work at the saw mill--"it's flunky work. They don't give you any rests or anything." His pay, $1.40/hr., was the "most I ever made," but the frequent change of work shifts allowed him to "hardly get any sleep." His immediate supervisor, the foreman, "was all right," but the president was "the one you didn't have time to take a breath for; every time he came around, you had to be doing something." Sam found out about this job through a friend, and he had only to give someone at work his address and phone number when hired. He reported that his father "used to work like that when you can't rest," and told him "to look for a better job." His mother did not "have too much to say." Sam worked with a good friend; they "hung around together," and this was one of the few bright points concerning his employment. In general, he commented that,"It wasn't bad if you had nothing to do. But for a living--no. This just loafin' around; that's no fun." He had also applied at "a stone-building place," a lumber yard, a grocery store, a meat-packing company, gas stations in nearby communities, and at a local cabinet making company. He was told either he did not have experience or to come back later--"you had to have trade." He went to the "unemployment office" and filled out further job applications, but the jobs were too great a distance from home.

Sam took the general course in high school, but would rather have taken a "mechanic's" course in a vocational school where "I would have gotten training." He had intended to enter the Navy after his graduation, and, thus, he did not seek the aid of his guidance counselor to find a job. When asked about high school, he said, "In a way...I wish I was back in. It was fun; you don't have any worries or anything." He would someday like to have his own mechanic shop.

Frank (white, male)

Frank has not made any contacts for a full-time summer job because he had an operation for a cyst on his ankle and has spent the summer recuperating. A large grocery chain did call him for a summer job upon the recommendation of a neighbor, but they called him on the day he entered the hospital.

Frank is enrolled in a drafting course which starts October 24 at the Electronics Institute in Pittsburgh. His mother said that he has an uncle who happens to be doing well in drafting. She thinks this is why he selected drafting and she hopes it's the right field for him. She would rather he went to college.

Frank does want a part-time job, such as a job at a supermarket, and intends to look for one. At present, his only job is working on a neighbor's yard. His mother said that his father is a low-paid guard at a steel mill, and if Frank can "just pay his own car fare to Pittsburgh," it will be some help.

Frank had a paper route for many years while in school. With the money he earned, he bought a car and $430.00 worth of stock, on the recommendation of a family friend, in a pharmaceutical company. The stock is now worth $900.

Frank took the academic course in high school, plus some industrial arts courses to help him in drafting school. He stated that he would take this course over again. Although he did not mention it, his mother said that he had trouble with college English and switched to the general course in his senior year. His advice to other students was to study harder and get to college.

Ted (white, male)

Ted's mother remained in the room for the entire interview, but did not contribute much to the conversation. Ted's auto parts and his partially dismantled car were strewn all about the porch and yard; his hobby is working on automobiles.

Ted is presently unemployed but has a promise of a job in October when an opening will occur in the one gas station where he prefers to work. He does not feel at all limited in applying for and securing such a job because this man has seen some of his work. His speciality is tuning cars. He won a trophy on August 21 at the Pittsburgh International Dragway driving a friend's car. He has worked on this car and it has been a prize winner for two weeks in succession; he said that they learn something new every time they drive it. Their latest innovation is a device to cool the gasoline. It consists of a dry ice-filled coffee can through which the gasoline is conducted via copper coils.

Ted has no plans to look for any other full-time job but will probably work on cars as the need arises until the gas station job opens in October. He did apply at other stations but any available job openings were filled before he got there. His money comes from selling auto parts and he spends his money buying additional parts, a practice that perplexes his mother.

Ted spoke vaguely about continuing his education. He took the college preparatory course in high school. He said that this was his parents' choice rather than his and that he would have been happier in a vocational course. However, he would take the academic course again, because it's impossible to go to college without it. He seems to feel that college is inevitable regardless of what he really wants to do, which is to attend a mechanical school.

Ted stated that he had no guidance about jobs in high school. When asked about the school's counseling services, he said that "it was mostly just to choose the school you wanted to go to after you graduated." He missed out on the State Employment office tests because he waited until all available appointments had been taken. His advice to other students was that the "best job they're going to get is after they get out of college."

George (white, male)

George is working for the summer as a laborer at the local steel mill. His father works in the same department and got the job for him. He would not like this work on a permanent basis, "the mill is filthy dirty," but it is a good summer job. It pays well, leaves some time to go out, and allows him to save money when he works the afternoon shift.

George plans to enter the University of Pittsburgh in September and take the metallurgical engineering course. He has a scholarship plus an Educational Opportunity grant from the Federal government. His mother commented that without this financial assistance and his summer job he would not be able to go to school as they have a big family, the winter is hard, and she could not even give him car fare.

George took an academic course, was on the honor roll at least two times, and earned grades that were good enough to get him a scholarship. His advice to other students was "to study a little bit more."

Terry (white, male)

Terry's mother and sister were present during the interview but kept silent. His father arrived in the middle of the interview and terminated it.

Terry is presently working for a relative who runs a one-man electrical gauge repair business. He is satisfied with his job because he feels it's a good way to keep busy and earn some money until he is drafted. He mails packages and does odd jobs as required. His pay is $25/weekly. He did not apply for a job elsewhere.

He took a general course in high school and said that he had never decided what he really wanted to do and "sort of drifted along in high school without any goals."

At about this point in the interview, Terry's father came into the room. He became very hostile toward the interviewer and demanded that she leave. Thus, the interview ended abruptly.

Jane (white, female)

Jane's sister was present for most of the interview. They live in an old section of Milltown. Her sister, who is unemployed, stays at home and does the housework. Her sister was fired from her last job and, according to Jane, will have a difficult time finding another one. Jane, who begins work at 7:30 A.M. and comes home and goes to bed every day, was asleep when the interviewer arrived at 5:00 P.M.

Jane is presently employed as a counter girl in a drugstore in downtown Pittsburgh where she serves food across the counter. When asked how she liked her job, she said,"Oh, it's all right." Her sister laughed at this and Jane later explained that her sister had a similar job but quit when her friends told her she was too good for that kind of work. This is not the job that Jane wants; she is going to work at it only until the right job comes along, and she doesn't intend to take just any job but wants to wait for "the right job." She does not like the hours, 7:30 A.M.-2:00 P.M. (it will be 4 or 5 P.M. when the other help goes back to school), and does not think the pay, 75¢/hour plus tips which usually amount to $3.00/day, is sufficient. She got this job through a friend (neighbor) who works behind the cosmetic counter. She started her job on August 10th and on her birthday, August 16th, her co-workers bought her a suit. She later explained that when she was small she had an operation on her legs to stretch the muscles below her knees and that now her legs are very painful and standing on them all day on her job is very difficult. She rubs her legs and goes to bed when she comes home each day.

Jane reported that she did very well in bookkeeping in high school and would like a bookkeeping job. Her bookkeeping teacher recommended her for a job at a local variety store, a job she might have had, had she been out of school. However, a graduate applied for the job the day after she did and was hired.

She applied at a steel company, at the suggestion of a family friend, but did not hear from them. She also heard of an opening with an insurance company via another family friend. There, she took a typing test (typed 70 w.p.m.) and a mathematics test on which she did well. Since they only had a typing job open, and Jane wanted a bookkeeping job, no connection was made. A neighbor inquired at the department store where he works about a bookkeeping job for her. He was told to tell her to wait until the college students go back to school. She intends to follow this through.

Jane indicated that Milltown High School sends cards to graduates a few months after graduation to see if they have found jobs. If they have not, they are to contact the high school. Her sister said she tears them up, "wouldn't give them the satisfaction of knowing I didn't have a job." Jane has not yet received one, but says she'll send it back--"if they want to help you why not let them do it." While in school, she discussed business school with a counselor and he recommended the one he thought would be best. If she can earn enough money, she may to to business school. However, she is going steady and the two families are urging her to get married.

Harold (white, male)

Since Harold is not in town, an interview was held with his mother. She revealed that he is attending an August-to-May course at the U. S. Military Preparatory School at Ft. Belvoir, Virginia. He took the tests for West Point, qualified, but did not receive an appointment. His mother stated that only two appointments were made from Harold's district and that he had the wrong sponsor. He plans to repeat the tests each year in an attempt to enter West Point; only one in ten gets into West Point from his present school. His present course is much like an engineering course, his mother thought.

Harold was enrolled at Thiel College in Greenville but after he was accepted by the Army he would not take anything else. His mother was not sure what course he would have taken at Thiel. She does not expect him to return until Christmas and said the school is very strict with him.

Charlene (white, female)

Charlene was interviewed in the presence of her boyfriend and, at the end of the interview, her parents returned home.

She has not worked this summer, but on August 22, will begin to work as a "rater" for an insurance company in Pittsburgh. She learned of the job through a friend who works here. She was satisfied with the pay, $52.00/week, because she was unable to get anything else. She also liked her hours and thought the job will be a pleasant one because the people are friendly and the offices are comfortable. She didn't know anything about the job or know who her supervisor will be.

Charlene described two other attempts to find a job: at a utility company, for "any job they might have available," and at a city office in Pittsburgh, for clerical work. She reported having done well on the tests she took. At the utility company, "you continue with the tests if you do well on the first, etc." She took eight tests in all. At the city office, she took "odd tests" which she passed. They will call to tell her the outcome of her application but, since she has accepted the insurance company job, she is no longer interested.

Charlene took an academic course planning, according to her mother, to be a teacher. However, she did not follow through with this plan. Charlene stated that "it would be a waste for me to go on to school. I found it hard to study in high school." She felt limited by not having taken typing, shorthand, or business machines in high school. If she had it to do over, she would take these courses and advised other students to do so.

Rita (white, female)

Rita took the scientific-academic course in high school and will enter Edinboro State College in the fall. She will be taking a liberal arts course for her first year and then decide upon a career in government or secondary teaching.

She didn't enjoy Milltown high school. Some of the teachers didn't seem to like teaching and were more concerned with the money than their profession. Rita feels a person should be devoted to his job and looks forward to a career.

Rita is not working for the summer. She is vacationing at a girlfriend's family cottage in Connecticut.

James (white, male)

James was interviewed in the presence of both parents and the conversation was three-way with conferences about several answers.

James works as a hooker at the local steel mill. His job consists of hooking various loads to a crane. His father, who works in the same department, got him the job. James is happy with his job, especially the pay ($2.40/hr.), and he doesn't object to working the afternoon shift. He mentioned several of his "buddies" who were "dropouts," stating that they are making only $40/week and are jealous of his income.

James has no plans to go on to school. He expects to be drafted next summer when he is 19 and will keep his present job until then. He took the general course in high school, was satisfied with it because "it was easy and I understood it better." He stated that the guidance counselor didn't talk to him about jobs, but rather about his courses, grades, and how he was getting along with his teachers and classmates. He advised other students to stay in school and finish. His buddies, who are dropouts, "have it hard."

Al (white, male)

Al was interviewed, in the presence of his mother, in a rather small and poorly furnished apartment.

Al is presently working as a laborer in the local steel mill. He did not apply for any other jobs. Although he was not told the results of the arithmetic and I.Q. test he was given at the steel mill, he said he must have passed them. He does not object to working three shifts because "you get different times off each week." His mother pointed out that the pay was higher when you had shift work. Al is satisfied with his $2.45/hr. pay. He said that his job is all right until he starts to go to school, but there is a possibility that he will keep his job after school begins. His mother is glad he has a job to "keep him off the streets and keep him out of trouble." Al felt he would get the job at the steel mill because he was in "good physical condition," had done well in school, and had "kept out of trouble."

Al is enrolled in an 18-month electronics technician course which begins October 5 at a technical school in Pittsburgh. He has worked with his father, who does part time work as an electrician and carpenter, providing him with some experience in the electrical field. He said he wished that he had taken electric shop in high school but that his general course did not permit him to do so. His advice to other students is to "stay in school and learn all they can."

Monica (white, female)

Monica's mother was present for the entire interview. Her college-student brother was in the room for part of the interview, but left. During the interview, Monica had to call her new employer to confirm her August 22 starting date. She said that "the company is busy and needs her immediately."

Presently Monica is working at the candy counter in a Pittsburgh bakery. She has held this job for the past three years, part time while in school, full time this summer. The bakery owners are friends of the family and this is how she found the job. Her new job is secretary for a finance company office. She is very pleased with the new job and will put off any plans for taking a dental technician course at the University of Pittsburgh until she decides whether she likes her job. She found this job by placing an application with a private employment agency. They charge a fee amounting to 70% of the first month's salary. She took tests at the finance company which included English, mathematics, spelling, and typing. She was not told the results. If she hadn't found a job, she would have gone to the University.

Monica took the academic course in high school and is glad that she took it, since it will permit her to return to school if she is able to do so. If she had it to do over, she would take shorthand and business machines instead of study hall hours. Her high school counselor encouraged her to go on to school if she thought she would like to and indicated that her grades were good enough to permit her to go on.

Keith (white, male)

Keith paid a private agency to aid him in finding a job. He described the job-seeking task as long and drawn out. They sent him "to about twenty different companies, big companies, little companies," and he had to take "all kinds of tests. It was really something; I was really surprised." At one steel company, he "had to go back there three times, took about ten tests for them, and I didn't get the job anyway. The biggest surprise was the job I got. It was the easiest job I applied for. And I was kinda' discouraged by then." However, he is proud, now, to be a junior draftsman for a company that "deals strictly in electrical heating units." He is very content with his $380/month salary, his "steady daylight" hours, and his own ability to do his work to his supervisors' satisfaction.

Keith revealed that he had been looking for a job for about three months before he sought the aid of the private agency. He has had to pay them "six or eight percent" of his first year's earnings for their help. He is now "paying off a loan I got to pay off the agency." He commented that "the hardest thing is your draft status." He said that this drastically handicaps one in finding and holding a job. He also added, "My high school grades limited me." He would like to take advantage of a company program that "will pay half my tuition to any school." Presently, he is "still on probation" with the company, and cannot receive many company benefits. He considers himself "lucky" at his age to have landed his job, and in a fortunate position in that "I'm young and if I decide I don't want to be a draftsman, I can still go to school."

While in high school, he took the general course and three years of mechanical drawing--"that's about the only thing I liked."

Dinah (white, female)

While in high school, Dinah took civil service tests and passed those, but she failed the typing test. Navy, Coast Guard, and nursing representatives spoke to her at school and the local employment office interviewed and tested her. She was then informed, by her high school principal, of a secretarial job at Milltown Junior High. She began that job the day after graduation. She reports trying to command the necessary respect from the students and to treat each of "seven hundred and some different personalities friendly and nice." She said that appearance, neatness, grades, and personality were required for her position and "I had confidence in myself. It seems to me that everyone's pleased with what I'm doing." She would like better pay and better security, as well as living accommodations and parking facilities near her work since parking is a "nuisance in a big city." She is not sure when she will receive a raise in pay; "it depends on the school board." She does not think she could receive a promotion, "I don't think I could go higher than what I am now," unless she could work on some "new school-federal project."

Dinah had considered going to Washington, D.C. for a job, and possibly to go to I.B.M. school; she now intends "just to stay where I'm at. I'm settled." She took the commercial course in high school, and she does not "feel old" just because she now has received "a diploma."

Bert (white, male)

Bert is employed as an inspector at a knife factory. He inspects the knives before they go out. His foreman and fellow workers appear to set up a relaxed atmosphere with which he is pleased. His mother commented that "a lot of college guys are working there," and that, upon their return to school, Bert may receive a promotion. He is earning $1.85/hr. presently and is expecting a raise shortly. His brother, who is a shaper, and his cousin, who is a grinder for this company, helped him to obtain this job. He reported, "It's mostly a family affair down there; mostly pull. That's how I got in." He had been considering this job before he graduated, and expected to be hired there; thus, he did not apply for any other jobs. He seems very content and settled with his job--"everything's real nice. Couldn't be better."

Bert has considered further education some day because people tell him that "it's good to have some education in your background." He reported having done well with the bookkeeping course he took in high school, although he was in the general curriculum, and that his teacher lauded his ability "in stuff like that." Thus, he may attend night school someday to study accounting. His advice to other students was "get all you can in school. But, you can't really tell people that. If they had told me to study harder, I'd have said 'that's tough'."

Maria (white, female)

Maria obtained a job through the State Employment Office. They sent a representative to her school to administer "an aptitude test" to the students. The Office phoned after she graduated to ask if she would like them to help her find a job. She reported to the downtown office and there she was sent to the Youth Opportunity Center where she took a typing, shorthand, and spelling test and was sent on three job interviews; as a teletypist at a manufacturing company, as a secretary at "a packing company way down below the tracks near the mill," and a Pittsburgh drama company. She had only to speak with the interviewer at the drama company to be hired-- "she just went on my tests from the Youth Opportunity." She likes her work, particularly "the people there," but she would like a raise from her $220/ month pay.

Maria had a part-time job as a stock girl at a women's clothing store in Milltown and she worked there full time this summer until she found her present job. She left the first employer because she was "looking for clerical or secretarial work" and better pay. She also placed an application at a hardware store for a secretarial job, but "about sixty girls had also applied and I lost this job to one of them." Maria took her present job for the experience it would give her. "My mother thought this would be good experience and I figured I'd go and see what I could do. The job isn't permanent. They hired me for three or four months because they have a lot of mailing to do." However, she does not mind this temporary standing and, upon the termination of her present job, may look for another job or enter a business school "to take key-punching or programming."

Maria took the business course in high school, but thinks, if she had it to do over, she would take the academic course "for college." She "messed around" in high school, but she had a helpful office practice class that emphasized "proper job application methods." She is glad she is out of school, "I didn't like it down there...I'd rather work than go to school."

Larry (white, male)

Since Larry was not at home during any of the several contacts, a brief interview was conducted with his mother.

Larry is attending Pittsburgh Institute of Aeronautics, studying "airplane mechanics." Upon the completion of this fifteen-month course, he will try to find work in California as did a friend of his, who also attended the Institute.

Prior to enrolling here, he "worked all summer in a service station, which he still works at on Saturdays and Sundays." He commutes by car to school with two other students in the neighborhood. His mother then revealed that the Aeronautics Institute administered an aptitude test which resulted in their advising Larry to enter some field other than aeronautics. He has, thus, stopped attending classes and does not know what he will do now.

Nancy (white, female)

Nancy holds a secretarial job at a Pittsburgh university. She says she enjoys her work and yet she finds it easy to point to many disagreeable aspects. Concerning her work--"if I get it done, I get it done." She seemed proud to report that she comes to work late, takes an extended lunch and break time, and leaves work early. She does like her immediate supervisor--"she's easy going."

Nancy was in the business course in high school, but would rather have taken the academic course, which would not have been as "limited." She reported displeasure that many mandatory classes in her schedule did not allow her to take electives. As part of a high school course, she went out to apply for several jobs in January, 1966. An insurance company offered her a job then for $60/week, but she would not accept the job until she graduated, and commented that the office "looked like a hole in a wall. My office is better than this guy's, who is manager." It seems that many business representatives came to speak to her class. A representative of a Pittsburgh university spoke with potential university employees at the high school. She was contacted by them June 1, and was hired that afternoon, following a typing test and an interview. The other places to which she applied include; a secretarial position with a government bureau, two Pittsburgh banks, a department store, a life insurance company, and a manufacturing company.

The State Employment Agency administered tests to the seniors of her high school. She referred to the tests as "goofy" and that she was in the upper 3 or 5% on all of them. The State Employment Agency offered her a job, but at the time, she had been accepted at and intended to attend Allegheny Community College. She had also applied to Wilkes College, but she did not have an acceptable mathematics score on her college boards. She wanted to study journalism, but her mother "didn't approve. She thought it was a waste; she looked at it from the viewpoint of making a living...in other words, where would my next meal be coming from?" She is presently taking a French course at the university and will take other courses, "maybe on a full time basis. Maybe if I don't like my job, I'll get my bachelor's degree and be a librarian."

Much of her work has been to type French passages and classwork for a French professor. She has had some French background, but says that it is taxing work typing another language. She says it is strenuous enough during the seven-week summer semester, "you can imagine what it will be like for 15" weeks, which is the length of this fall's semester. She did not dismiss the idea that she may be fired from her job, and, thus, has considered changing jobs--with no particular one in mind. She would like a job closer to home, one that does not demand too much of her, and that does not have an office full of old people, "people over 40 years old. They wouldn't understand me. You know how old people are--ugh!"

Gay (white, female)

Gay is a secretary for a finance company in Milltown. She uses her typing, shorthand, and bookkeeping skills while working routinely with the bank loans. Her supervisor does not over-work her and "he's young; we have more in common." She took a dictation and typing test on which she "did pretty good." She was not especially interested in what her friends may have thought about her job; she "needed a job," and found one to her liking at which she intends to "work accurately." She likes her job, enjoys doing secretarial work, and she is able "to meet a lot of people that come in to the loan office." She has been working on her job for one month and is expecting a raise "next pay day." The secretary who works with her is supposed to leave her job soon, and Gay will then receive a promotion.

Gay was directed to this job by her high school principal who also told her about a secretarial job in a lawyer's office. And, her high school counselor told her of a job with an insurance company. She was interviewed at the lawyer's office and told that she would be notified in a few weeks. However, she accepted her present job before he called back. She also applied for a job at the insurance company suggested by her high school counselor. She was interviewed and tested and later informed by letter that someone else had been hired. The State Employment Agency administered hand dexterity and general mental ability tests to the girls in her secretarial class in high school. Gay was interviewed and told that the results of her tests were good. She was then further tested in typing and shorthand. A short time later, the State Employment Office called her, offering her a typing job in a neighboring community. She turned it down because it was too great a distance to travel.

Gay used to work in the main office of her high school and she obviously impressed the principal favorably as he has called her about job openings, including the job she now holds. Her mother commented that Gay "was in the top twenty of her class." She doubts that she could "learn anything else" by attending a business school since she presently types 65 w.p.m. and can take shorthand at 120 w.p.m. Due to her self assurance, she was surprised when she was not hired at the lawyer's office. "When the employer called me up for an interview, I thought I'd get hired right away."

Charles (white, male)

Charles lives in one of the more expensive neighborhoods in Milltown. He is going to West Virginia University this fall to major in will try to find work in California as did a friend of his, who also attended the Institute.

Prior to enrolling here, he "worked all summer in a service station, which he still works at on Saturdays and Sundays." He commutes by car to school with two other students in the neighborhood. His mother then revealed that the Aeronautics Institute administered an aptitude test which resulted in their advising Larry to enter some field other than aeronautics. He has, thus, stopped attending classes and does not know what he will do now.

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Much of her work has been to type French passages and classwork for a French professor. She has had some French background, but says that it is taxing work typing another language. She says it is strenous enough chemical engineering. He does not have a scholarship but seems unconcerned about financial matters.

Charles tried to get a summer job, placing applications at a supermarket and a dairy store. He also answered a newspaper ad for a job at another food market. This last job had been given to someone else before he got there. A friend who works at a supermarket told him that "it's not the information on your application that gets you a job, it's just if they happen to have an opening when you apply."

Charles took the "scientific" course in high school. His advice to other students was to "get some type of school; the better your education, the better your job." He feels "older" now that he is out of school.

Walter (white, male)

Walter was interviewed with his father who was assertive and added comments of his own.

Walter is working as a machinist's helper at the local steel mill. His father, who is a union officer at the mill, facilitated his being hired. The job pays $2.76/hr. and requires him to work various shifts. He is only moderately pleased with the job and anticipates being drafted soon. He sees the service as a place to obtain further education and implied that his present job is not seen as a career. He had one job prior to this, briefly, which was a Job Corps position at the same mill arranged by his high school counselor.

Walter took a general course in high school with a few academic courses. He wishes that he had taken the full academic course and been able to go on to college. His father said that Walter lacks direction. "He never found himself. I think they should have more guidance in the lower grades to prepare them for jobs and for life." He agrees with his son that Walter needs more education to succeed in life.